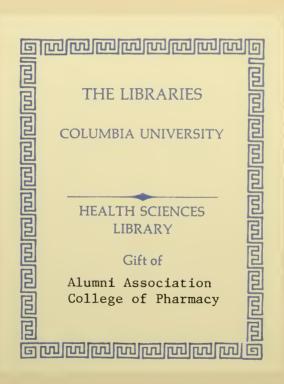


Columbia University in the City of Aew York

ANNUAL REPORTS





Digitized by the Internet Archive in 2010 with funding from Open Knowledge Commons

ANNUAL REPORT

OF THE

PRESIDENT AND TREASURER

TO THE

TRUSTEES

WITH ACCOMPANYING DOCUMENTS

FOR THE YEAR ENDING

JUNE 30, 1927

NEW YORK

CONTENTS

PART I

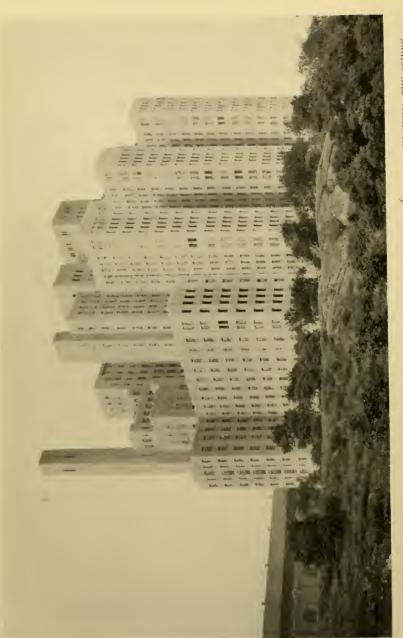
PRESIDENT'S REPORT

| | | Page |
|-----|---|-------|
| I. | The Year 1926–27 | . 5 |
| 2. | University Budget | . 13 |
| 3. | Public Service in the Sphere of Liberty | . 17 |
| 4. | Career of the Scholar | . 20 |
| 5. | Blind Leading the Blind | . 22 |
| 6. | Problems of Graduate Study | . 24 |
| 7. | Fit and Unfit | . 26 |
| 8. | Stumbling Science | . 28 |
| 9. | Business as a Profession | . 31 |
| 10. | University and Junior College | . 34 |
| II. | College Education and Athletics | . 37 |
| 12. | Social Life at the University | . 39 |
| 13. | Thirty Years of Teachers College | . 40 |
| 14. | Gifts | . 42 |
| 15. | Property and Endowments | . 45 |
| 16. | Deaths of University Officers | . 46 |
| 17. | Tabular Statements | . 47 |
| | | |
| | REPORTS TO THE PRESIDENT OF THE UNIVERSITY | |
| The | Dean of Columbia College | 53 |
| The | Dean of the Faculty of Medicine | . 70 |
| The | e Dean of the Faculty of Applied Science | . 136 |
| The | e Dean of the Faculties of Political Science, Philoso | - |
| p | hy and Pure Science | 151 |

iv CONTENTS

| | Page |
|---|-------|
| The Director of the School of Architecture | . 171 |
| The Acting Director of the School of Journalism | . 177 |
| The Dean of Barnard College | . 183 |
| The Dean of Teachers College | . 195 |
| The Director of the School of Education | . 212 |
| The Director of the School of Practical Arts | . 217 |
| The Dean of the College of Pharmacy | . 222 |
| The Director of the Summer Session | . 229 |
| The Director of University Extension | . 234 |
| The Director of the School of Business | . 250 |
| The Director of the School of Library Service | . 268 |
| The Director of University Admissions | . 283 |
| The University Medical Officer | . 287 |
| The Director of the Institute of Cancer Research | . 300 |
| The Librarian | . 308 |
| The Secretary of Appointments | . 326 |
| The Registrar | . 348 |
| Statistics Regarding the Teaching and Administrativ Staff | |
| Stant | . 301 |
| PART II | |
| FINANCIAL REPORTS | |
| ANNUAL REPORT OF THE TREASURER OF COLUMBIA | |
| UNIVERSITY TO THE TRUSTEES | . і |
| FINANCIAL REPORTS OF AFFILIATED INSTITUTIONS | |
| Barnard College | . 149 |
| Teachers College | . 159 |
| College of Pharmacy | . 167 |
| Vanderbilt Clinic and Sloane Hospital for Women | . 171 |





MEDICAL CENTER BUILDINGS TO BE OCCUPIED IN 1928 BY THE COLLEGE OF PHYSICIANS AND SURGEONS, THE SCHOOL OF DENTAL AND ORAL SURGERY, PRESBYTERIAN AND SLOANE HOSPITALS, SQUIER UROLOGICAL AND VANDERBILT CLINICS, THE HARKNESS PRIVATE PATIENT SERVICE AND THE BABIES HOSPITAL

ANNUAL REPORT

OF THE

PRESIDENT OF COLUMBIA UNIVERSITY

To the Trustees:

There is submitted herewith the Annual Report prescribed by the Statutes on the condition and needs of the University. The many-sided activities of the University are dealt with in the very careful and elaborate reports of the various Deans and Directors, and the specific recommendations contained in those reports as to action that should be taken and problems that should be solved are earnestly commended to the attention of the Trustees as a whole and to that of the appropriate Committees.

Each year the attempt is made to record, however incompletely and imperfectly, the chief activities of the University in all its parts, and those happenings which, by reason of their distinction or general interest, should not be overlooked. It is quite impossible to make any such survey complete, but the summary which is given herewith may serve to indicate in some slight fashion the eager and many-sided interest of the University in pursuit of its ideal of scholarship and service.

Among the matters of chief significance are the prolonged study given by the Trustees as a body to the pressing financial needs of the University, and to all possible ways and means of greatly increasing the University's capital resources in the near future; the substantial completion of the Casa Italiana, which not only makes unique and beautiful provision for all that relates to the study and understanding of Italy and its part in civilization, but serves as a model and incentive to those individuals and groups which are interested in increasing the University's international contacts and in mul-

tiplying its international influence; the formal visit to the University on October 22, 1926, of Her Majesty, the Queen of Rumania, the first of the lineal descendants of that monarch by whose authority the original charter of King's College was granted, to be welcomed by the University which has grown up on that foundation; as well as the visit of the Lord Bishop of London, who received on that same day, in camera, the degree of Doctor of Sacred Theology, honoris causa;

The conference on May 17, 1927, attended by important representatives of every variety of agricultural interest, to consider and formulate a plan for a Research Institute of Agriculture, to be erected at Columbia, where the cooperation of large groups of research workers in various fields of economics, chemistry, business and political science would be available for consultation and cooperation; the appointment by the President of Alumni Advisory Committees on the Organization and Work of the Schools of Mines, Engineering and Chemistry and on Athletic Policy, thereby emphasizing the close and effective relationship which is building between the administration of the University and the alumni who are its natural and kindly overseers and critics; the appointment by the President on November 8, 1926, following a conference on the subject at President's House, of a University committee to consider the needs and plans of the School of Dental and Oral Surgery in connection with the projected removal of that School to the new Medical Center; the splendid bequest of Mrs. John Innes Kane, whose family has been identified with Columbia for generations, which makes possible an immediate and important extension of the University's work in the field of religion and religious teaching;

The impressive statement made by members of the Faculty of Political Science under date of December 20, 1926, offering to public opinion the guidance and counsel of a large and representative company of scholars and men of affairs, in all that relates to the interallied war debts, a statement which attracted attention and affected opinion throughout the world;

the action taken by the Faculty of Law on December 10, 1926, providing for the admission of properly qualified students and graduates of Barnard College to the School of Law as regular candidates for the degree of Bachelor of Laws; the action taken by the Faculty of Pure Science on January 28, 1927, establishing a Research Committee to be charged with consideration of the needs and opportunities for research in the fields represented by that Faculty, and constituting that Committee a Supervisory Committee for such researches as might be undertaken upon its recommendation;

The establishment of the admirable custom of tendering a welcome dinner, at the Faculty House, early in the Winter Session, to newly appointed members of the teaching and administrative staff, in order that these men and women may have quick opportunity to meet, under happiest auspices, a large number of their new colleagues; the carrying forward to the point of a definite design of the long standing plan for an impressive Watergate and formal approach to the city, to be erected at 116th Street and the Hudson River; the substantial progress made in the field of scholarship by the Romanic Review, which is a fortunate and continuing memorial to the long years of scholarly service given by the late Professor Henry A. Todd:

The exceptional success which attended the first year's work of the newly organized School of Library Service, and the very high quality of the graduate students enrolled for that branch of the University's work; the formal inauguration on September 22, 1926 of the School of Tropical Medicine of the University of Porto Rico, established and maintained with the cooperation of Columbia University, and the visit at that time to Porto Rico of Mr. Stephen G. Williams, a trustee of the University, together with Dean Woodbridge and Dean Darrach, to carry greetings and to express Columbia's desire fully to cooperate in this new and hopeful scientific development; the establishment at the Summer Session of 1926 of an exceptionally important series of courses on international relations, made possible by the cooperation of the Carnegie Endowment for International Peace; the

generous and notable commemorations of the completion on October 7, 1926 of twenty-five years of service by the President of the University, made by the Trustees on March 3, 1927 and by the Faculties on April 19, 1927;

The retirement, after nearly thirty years of most distinguished leadership and service, of Dr. James E. Russell as Dean of Teachers College, and the designation of his son, Dr. William F. Russell to succeed him in that highly important post; the retirement, at the close of the academic year, of Cassius Jackson Keyser, Adrain Professor of Mathematics, of Frank M. McMurry, Professor of Education in Teachers College, and of Grace A. Hubbard, Associate Professor of English in Barnard College, all of whom have been faithful and devoted servants of the University;

The impressive dinner given on July 7, 1926, at the Hotel Astor, in honor of Professor Frank M. McMurry, on the occasion of his retirement from active academic service: the appointment of Dr. Alfred Owre of the University of Minnesota, to be Dean of the Faculty of Dental and Oral Surgery in succession to Dr. Frank T. Van Woert, who retired from active service at his own request; the addition to the University's company of scholars of Professor Samuel R. Detwiler of Harvard University and Professor Philip E. Smith of Stanford University, in Anatomy; of Professor George S. Counts of the University of Chicago and of Dr. Jesse H. Newlon, Superintendent of Schools at Denver, Colorado, in Education: of Professor Robert M. MacIver of the University of Toronto in Social Science; of Jerome Michael, a graduate in Law with the Class of 1912, in Law; of Dr. George Hughes Kirby in Psychiatry: of Professor Kenneth I. Saunders of the Pacific School of Religion, as Visiting Professor of Comparative Religion; of Jules Drach of the University of Paris as Visiting French Professor in Mathematics: of Professors Bernard Faÿ of Paris, Michael I. Rostovtzeff of Yale University, and Sidney B. Fay of Smith College as visiting professors of History; of Navarro Tomás of Madrid in Phonetics, María de Maeztu of Madrid in Spanish, and George Rowley of Princeton University in Chinese art:

The appointment of Professor Robert H. Fife to be Associate Dean of the Graduate Faculties, the enrollment under which has become too large for the care of a single administrative officer; the designation of Professor Paul Monroe to be Barnard Professor in succession to Dean James E. Russell, retired; the important appointment of Professor Lindsay Rogers of the Department of Public Law, in relation to the general supervision and administrative problems of the garment industry; the valuable service rendered by Professor Douglas W. Johnson, as consulting physiographer on the Labrador boundary dispute between the Dominion of Canada and Newfoundland; the international and scholarly service rendered by Professor James T. Shotwell of the Department of History, as Visiting Carnegie Professor of International Relations at Berlin; the distinguished honor done the University by the invitation extended to Professor Ashley H. Thorndike by the President and Council of the British Academy, to deliver the annual Shakespeare lecture at the rooms of the Royal Society in London, under the Presidency of the Earl of Balfour, on July 6, 1927, the subject of Professor Thorndike's lecture being Shakespeare and America: the service rendered by Professor Frederick P. Gay of the Department of Bacteriology, as Visiting Professor to Belgium, under the auspices of the Commission for Relief in Belgium. delivering lectures at the University of Brussels, the University of Louvain, the University of Liége and the University of Ghent; the selection of Professor William E. Weld of the Department of Economics to be Kahn Travelling Fellow for the year 1927-28, and his subsequent designation by the Carnegie Endowment to be Visiting Carnegie Professor of International Relations at the University of Buenos Aires; the close and intensive study carried on during 1926-27 in Italy by Professor Herbert W. Schneider of the Department of Philosophy as to the political theories and policies of that nation which are now attracting the attention of the civilized world:

The notable discourse delivered on December 26, 1926 by Professor Horatio B. Williams of the Department of Physiology, as the Josiah William Gibbs Lecturer, before

the joint session of the American Mathematical Society and the American Association for the Advancement of Science in Philadelphia; two exceptionally striking addresses by Professor Michael I. Pupin of the Department of Physics, the first as retiring President of the American Association for the Advancement of Science, delivered at Philadelphia on December 27, 1926, the subject being Fifty Years Progress in Electrical Communications and the second entitled Creative Coordination, delivered at the University of Rochester in connection with that University's Commencement exercises on June 20, 1927; the most unusual and well earned honors conferred upon Professor Edwin R. A. Seligman of the Department of Economics, by the University of Paris and the University of Heidelberg, and his eminent service at the University of London, at the Academy of International Law of the Hague and in connection with the School of International Studies at Geneva; the visit of Professor Robert Herndon Fife of the Department of Germanic Languages to deliver a series of lectures on the Olaus Petri Stiftelse at the invitation of the ancient University of Upsala, his lectures dealing with the early development of Martin Luther; the participation of Professor Samuel McC. Lindsay of the Department of Social Science in the educational survey of Porto Rico which was completed and published during the month of May, 1926, and also his useful service as a member of the American Advisory Committee of the International Labor Office in Geneva: the work of Professor Frank A. Ross of the Department of Social Science as director of the survey for the Near East relief in Europe and Asia; the visit of Professor John E. Orchard of the staff of the School of Business to the Orient for the purpose of studying the increasing industrialization in Asiatic countries, the results of which study are to appear shortly in two volumes, one of which will deal with Japan and the other with India; the most helpful service of Dr. Luther H. Gulick of the Department of Public Law and of Professor Donald H. Davenport of the School of Business in the study of tax exemption in the State of New York, prepared under the authority of the special joint committee

of the Legislature on taxes and retrenchment; and the careful study made by Professor O. S. Morgan, of the Department of Agriculture, of agricultural and economic conditions in Greece, on the invitation of the American Near East Relief;

The visit of Professor William S. Holdsworth, Vinerian Professor of English Law in the University of Oxford, as lecturer upon the Carpentier Foundation; the lectures upon the Blumenthal Foundation by Mr. Charles Evans Hughes. formerly Secretary of State; a series of four lectures on The Humane Treatment of Animals given on the Bergh Foundation by Dr. G. Clyde Fisher, of the American Museum of Natural History; visits to the University and lectures by Dr. T. Z. Koo of Shanghai, by Dr. Hu Shih of the National University at Peking, by Mr. Francis W. Hirst, of London, formerly editor of The Economist, by Dr. Johannes Walther, Professor of Geology and Paleontology in the University of Halle, by Professor Ernst Schmitz, of Berlin, by Mr. Jakob Wassermann, by Mr. Philip Guedalla, by Professor R. S. Conway of the University of Manchester, by Professor J. L. Brierly of the University of Oxford, by Professor Pearce Higgins of the University of Cambridge, by Dr. Ernst Jaeckh of the Deutsche Hochschule für Politik at Berlin, by M. Edouard Champion of Paris and by M. Jacques Copeau:

Formal representation of the University by duly accredited delegates at the International Congress of Accountants held at Amsterdam on July 6; at the Anglo-American Conference of Teachers of History, held at the University of London during the week of July 12; at the inauguration of President Hotchkiss of the Michigan College of Mines on August 13; at the jubilee of the University of Adelaide, South Australia, on August 14–19; at the International Congress of Americanists, held at Rome in September; at the celebration of the centennial of Lutheran Theological Seminary, Gettysburg, Pa., on September 21–23; at the inauguration of the President of West Virginia Wesleyan College, Buckhannon, W. Va., on October 1; at the inauguration of the President of Macalester College, St. Paul, Minn., on October 15; at the

exercises in commemoration of the fiftieth anniversary of the founding of the Agricultural and Mechanical College of Texas, College Station, Texas, on October 15-17; at the inauguration of the President of the University of Oregon and the celebration of the semi-centennial of the founding of the University at Eugene, Ore., on October 18-23; at the formal opening of the School of Medicine and Dentistry at the University of Rochester, N. Y., on October 25-26; at the sixty-second convocation of the University of the State of New York, on October 28-29; at the celebration of the fiftieth anniversary of the founding of the Royal Geographic Society of Belgium at Brussels in the month of November; at the inauguration of the President of Union Theological Seminary, New York, on November 4; at the annual meeting of the Association of American Universities, held at Washington, D. C., on November II: at the celebration of the centennial of Western Reserve University, Cleveland, Ohio, on November 12-13; at the nineteenth annual Conference on Taxation at Philadelphia during the week of November 15; at the international Conference on Bituminous Coal, at the Carnegie Institute of Pittsburgh, Pa., on November 15-18; at the centennial celebration of Mississippi College, Clinton, Miss., on November 18-20: at the inauguration of the President of Arizona State Teachers College, Flagstaff, Ariz., on November 21; at the annual meeting of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, held at Buffalo, N. Y., on November 26-27; at the inauguration of the President of Fisk University, Nashville, Tenn., on December 4-7; at the celebration of the centennial of Furman University, Greenville, S. C., on December 7; at the exercises in commemoration of the two hundredth anniversary of the founding of the American Philosophical Society at Philadelphia, on April 27-30; at the annual meeting of the American Council on Education, held at Washington, D. C., on May 6-7; at the annual meeting of the Association of Collegiate Schools of Architecture, held at Washington, D. C., on May 9-10; at the dedication of new buildings and campus of Hartford Seminary Foundation, Hartford, Conn., on May 17-18; at

the inauguration of the President of Wheaton College, on May 21; at the inauguration of the President of Bennett College for Women, Greensboro, N. C., on May 25; at the Troisième Congrès International des Sciences Administratives at Paris in June; at the dedication of new buildings and grounds of the School of Business Administration at Harvard University, Cambridge, Mass., on June 4; at the inauguration of the President of Howard University, Washington, D. C., on June 10; at the centenary of the founding of University College, London, on June 23: at the celebration of the two hundred and fiftieth anniversary of the founding of the Leopold-Franzens University at Innsbruck, on June 24-26; at the annual meeting of the Society for the Promotion of Engineering Education, held at the University of Maine, Orono, Me., on June 27-30; and at the celebration of the five hundredth anniversary of the founding of the University of Louvain, Belgium, on June 28-29;

And the promotion, following the adoption of the Budget, of twenty-five Associates, Instructors and Lecturers to be Assistant Professors, of one Lecturer to be Associate Professor, of sixteen Assistant Professors to be Associate Professors, of two Assistant Professors to be Clinical Professors, of one Clinical Professor to be Professor, of one Assistant Professor to be Professor, and of twenty Associate Professors to be Professors, as well as the increase in compensation, in the University corporation alone, of seventy-three officers of administration and instruction without change of rank.

In the last Annual Report it was stated that the Budget for the year ending June 30, 1927 showed an estimated deficit in general income for that period of \$338,911.32.

Fortunately, the operations of the year materially decreased this sum, but still left the deficit at the very substantial figure of \$142,229.76. The task of making the Budget for the year ending June 30, 1928 proved one of exceptional difficulty and embarrassment. The appropriations as contained in the Budget adopted by the Trustees on April 4, 1927 for the work of this corporation alone, together with such amendments as were made previous to June 30 last, were as follows:

| For Educational Administration and Instruction | \$6,605,309.18 |
|---|---|
| For Buildings and Grounds | 924,860.00 |
| For the Library | 322,332.28 |
| For Business Administration | 199,532.00 |
| For Annuities | 25,557.50 |
| For taxes and other charges upon the Loubat Property | 61,647.50 |
| For interest on the corporate debt | 312,246.50 |
| For payment on account of Redemption Fund, due June 30, | |
| 1928 | 100,000.00 |
| Amortization of Loan of 1925 | 95,000.00 |
| Making in all the sum of | \$8,646,484.96 |
| | |
| which sum is made chargeable as follows: | *** |
| which sum is made chargeable as follows: | \$6 227 285 80 |
| To the income of the Corporation | |
| To the income of the Corporation | 1,094,493.05 |
| To the income of the Corporation | 1,094,493.05 125,933.52 |
| To the income of the Corporation | 1,094,493.05 125,933.52 103,870.00 |
| To the income of the Corporation | 1,094,493.05 125,933.52 103,870.00 37,500.00 |
| To the income of the Corporation | 1,094,493.05 125,933.52 103,870.00 37,500.00 359,735.00 |
| To the income of the Corporation | 1,094,493.05 125,933.52 103,870.00 37,500.00 359,735.00 629,220.00 |
| To the income of the Corporation | 1,094,493.05 125,933.52 103,870.00 37,500.00 359,735.00 |
| To the income of the Corporation | 1,094,493.05 125,933.52 103,870.00 37,500.00 359,735.00 629,220.00 3,800.00 |
| To the income of the Corporation | 1,094,493.05 125,933.52 103,870.00 37,500.00 359,735.00 629,220.00 |

\$8,646,484.96

It will be observed that the charges against the general income of the corporation amounted to \$6,227,285.89, or \$447,094.03 more than in the Budget for the year preceding as stated in the President's Annual Report for 1926 (page 23). The amount of estimated general income with which to meet these charges was \$5,781,279.53, thereby showing an estimated deficit in the cost of the work of the year ending June 30, 1928 of \$446,006.36. The fact must again be recorded that the estimated deficit was kept even at this very large sum only by declining to make appropriations urgently asked for and really all but necessary to the effective carrying forward of the University's work. While the operations of the year 1927–28 may, and doubtless will, result in reducing the

amount of this estimated deficiency, it is too much to hope that the year will end without a deficit of considerable size.

From July 1, 1907, when the corporate debt of \$3,000,000 incurred in the purchase and development of the site on Morningside Heights was refunded in the Loan of 1909, the financial results of the operations of each year are shown in the following table:

| Year | | | | | | | | Surplus | Deficit | |
|---------|--|---|--|---|---|---|---------|--------------|---|--|
| 1907-08 | | | | | | | | \$ 52,885.18 | | |
| 1908-09 | | | | | | | | 59,540.58 | | |
| 1909-10 | | | | | | | | 52,528.46 | | |
| 1910-11 | | | | | | | | | \$ 3,093.11 | |
| 1911–12 | | | | | | | | | 19,711.20 | |
| 1912-13 | | | | | | | | | 67,769.12 | |
| 1913-14 | | | | | | | | | 42,952.64 | |
| 1914–15 | | | | | | | | | 13,592.55 | |
| 1915–16 | | | | | | | | | 40,855.14 | |
| 1916–17 | | | | | | | | 30,547.37 | | |
| 1917-18 | | • | | | | | \cdot | | 211,106.17 | |
| 1918–19 | | | | • | | | \cdot | 82,214.74 | • | |
| 1919–20 | | | | | | | | 71,590.93 | | |
| 1920-21 | | | | | | | | 89,571.82 | | |
| 1921-22 | | | | • | | | | 156,630,54 | | |
| 1922-23 | | | | | | | ٠ | 98,786.81 | | |
| 1923-24 | | | | | | | | 54,982.74 | | |
| 1924-25 | | | | | | | - | | 122,909.21 | |
| 1925-26 | | | | | | | | 157,205.79 | | |
| 1926–27 | | • | | | ٠ | • | | | 142,229.76 | |
| | | | | | | | | \$906,484.96 | \$664,218.90 | |

As was pointed out in the last Annual Report, the Alumni Fund Committee rendered the University the great service of raising the sum of \$199,218.36 to be applied toward meeting the sudden and unexpected deficit incurred in the year 1917–18 because of war conditions. Making allowance for this gift, the net surplus for the period since July 1, 1907 is \$441,484.42.

It will be borne in mind that each Budget for nearly twenty years has contained as a charge against general income not only the annual interest on the Loan of 1909, the principal of which is \$3,000,000, but a payment of \$100,000 to the Redemption Fund in order that that obligation may be completely retired in 1939. Therefore the Loan of 1909 presents no new difficulty or embarrassment, but the Loan of 1925, amounting to \$4,750,000, is in a quite different category. It is the interest on this loan and the amortization charges that are now one of the chief causes of the University's concern. Yet, in default of adequate gifts, it was absolutely necessary to accept this heavy burden in order to provide for the construction of the Physics and Chemistry Laboratories and of John Jay Hall, as well as to make important and necessary changes in Kent Hall and in Fayerweather.

It is tiresome to repeat the fact, but, as was shown in detail in the last Annual Report, the University is undercapitalized by some \$60,000,000 for the successful and satisfactory discharge of its present public obligations. It cannot possibly be put in funds with which to meet those obligations unless the citizens of New York and of the nation, feeling their moral responsibility for the continuance and prosperity of the great institutions that lead and serve the intellectual life and that organize and promote scientific advance, make constant and large benefactions from the fortunes with which they are happily blessed. The time should now have come when, after a century and three-quarters of service such as Columbia has rendered, no will should be drawn in the city of New York without containing some provision, large or small, to strengthen the historic institution which has done its full share to make New York a real capital of men and not merely a busy center of industry and of commerce.

Every statement that was made in the last Annual Report as to the University's need must be repeated and emphasized as a result of the operations and observations of the year just past. The lack of sufficient physical equipment for the present work of the University at Morningside Heights is glaring and almost impossible to explain satisfactorily to students, to

visiting scholars, and to the public. The completion of University Hall for library purposes, the construction on the Green of research laboratories in Chemical Engineering, the provision for suitable and thoroughly modern laboratories for the biological sciences, and now an appropriate and adequate building for the work of the highly prosperous School of Library Service, are insistently demanded. If the funds were in hand with which to meet their cost, it would yet be two years and more before these buildings could be completed and put in service. But, unhappily, the funds are not in hand.

Columbia University exists and does its public work in the sphere of Liberty, not in that of Government. All institutions supported by public tax are and

stitutions supported by public tax are, and of logical and political necessity should be, controlled and administered directly by public officers. These institutions exist

Public Service in the Sphere of Liberty

and do their public work in the sphere of Government. They are part of Government. On the other hand, those institutions, whether eleemosynary, educational, literary, scientific. historical or other, that grow up in the sphere of Liberty, depend for their vitality and effective continuance upon the strength of the spirit of liberty among the people and upon the appreciation by the people of the moral responsibility which faith in liberty of necessity involves. In this country it is usual, as in the State of New York, for government to relieve of direct tax the physical property and the capital sum, other than real property, actually employed in the task which the institution was established to perform. That partial exemption from taxation constitutes society's formal recognition of the value to the public of those enterprises and undertakings that are established in the sphere of Liberty. For their support, however, those enterprises and undertakings must look, not to public tax, but to the glad and continuing benefactions of those individuals who, feeling to the full the significance of liberty, feel as well their personal obligation as citizens for the life and effectiveness of the institutions which the sphere of Liberty contains. The moral obligation on those who are so fortunate as to be able to give

to the support of institutions erected in the sphere of Liberty is quite as great as is the moral obligation on the citizen to support by payment of public tax those institutions and undertakings that are established in the sphere of Government.

Men speak so much of government; depend, and increasingly, so much upon government; and so constantly seek, and increasingly, to use the power of government, that they quite overlook the fact that among a free people government is everywhere and always subordinate to liberty. Free men have themselves erected government and have given it for domain and occupation a very small part of all that constitutes their activity, physical, intellectual, social, moral, economic, reserving the vast and unlimited remainder for themselves as the sphere of Liberty. When these fundamental facts are grasped, and only then, will there be appreciation of the place in public life and public service of Columbia University.

Lovers of liberty and men and women bred to liberty who are so fortunate as to have substantial possessions will increasingly feel that they have not done their duty to society, to their city, their state, their nation, and that they have not met fully their moral obligations, unless and until they have made some provision for the support and increasing effectiveness of public institutions in the sphere of Liberty. spectacle of great fortunes, accumulated however wisely or by whatever effort, being bestowed in huge sums upon a few untrained and inexperienced individuals who happen to be related to the possessors by birth or marriage, without any provision being made for public undertakings in the sphere of Liberty, can only serve as temptation to prohibition or compulsory regulation of private activity and accumulation at the instance of those elements in society which are always on the lookout for ways and means to restrict liberty and to reduce private initiative and private gain to their lowest terms. Whether a great fortune, made or inherited, is to the public advantage or not, depends not in the least upon its existence or its amount, but upon how it is used by those who have made it or by those to whom it is transmitted. The mere selfish and vain heaping up of huge accumulations for personal or family use and aggrandizement is distinctly not to the public advantage, and is lacking in any sense of that higher and finer responsibility which is an essential part of all morality. To speak only of the dead, John Stewart Kennedy, Andrew Carnegie, Joseph R. DeLamar, Amos F. Eno and Payne Whitney have within recent years set an example of large-mindedness and foresight in the disposal of great fortunes which have erected a standard to which the wise and good may well repair.

Public benefaction in the sphere of Liberty is the measure of what may be called the social-mindedness and the higher patriotism of a nation. It is the glory of the people of the United States that there has been nothing in all history at all comparable to what they have been doing for generations in this respect. All that is needed now is to press home the soundness of the principle that is involved, to keep the needs and the hopes of the sphere of Liberty before intelligent and large-minded men and women, and to accustom them to regard a benefaction in that field as quite as much a moral and social and public obligation as the payment of a formal tax legally assessed by government. It is upon these principles that Columbia University rests and upon their soundness and effectiveness that it bases its confident hope of steadily increasing usefulness in the future, through new and constant additions to the means at its disposal for steady growth in power for scholarship and service along the lines of high endeavor upon which it has moved for a century and threequarters.

The vast advantage which a university erected in the sphere of Liberty has over a university erected in the sphere of Government is in its freedom from bureaucratic control, from partisan political pressure and from those urgings which are the unhappy result of compromise between clashing convictions and conflicting public policies. A university in the sphere of Liberty is master of its own destiny and is responsible only to its own ideals and to that larger public which has brought into existence both the sphere of Liberty and that

of Government. The university in the sphere of Liberty is quite as much a public institution as its fellow in the sphere of Government and it is equally representative of that public which both types of institution aim to serve. There can be no such thing as a private university, unless perchance some commonwealth be so misguided as to permit that honorable name to be used to cover an undertaking conducted for personal gain.

It is a far cry across the centuries to the days of Plato's Republic, but the scholar is coming steadily into his own in a way that would have truly gratified that mighty philosopher. In a hurried, bustling, shifting age in which there is every sort and kind of novel happening and changing of emphasis the man who knows is surely, and not always very slowly, making a place for himself as guiding force. This is true not only in respect to financial, industrial and transportation corporations but even in respect to government itself. There is more need than ever for him "who has magnificence of mind and is the spectator of all time and all existence."

The notion that all duly elected persons thereby suddenly gain competence and knowledge which they never had before, is passing, and ignorance stands revealed as ignorance whether it wear an official gown or not. The same is true of the self-conscious and self-congratulating practical man who boasts that he deals with realities and understands how to make them bend to his will, while the scholar, estimable person though he be, deals with ideas and ideals which the practical man in his befuddlement naïvely supposes to have no reality.

The scholar is coming to find a firmer economic basis for his place in society. Like the minister of religion, the missionary and the artist, the scholar has long been supposed to be able to subsist and to thrive upon the intangible and immaterial satisfactions of his labors, while deprived not alone of the luxuries but even of the comforts which the practical man believes belong to his station as of right. There is still a long way to go before the scholar and his family will be

1Plato: Republic VI: 486.

adequately cared for in a material sense, but the steady improvement that is making gives promise of continuance, and one of these days the scholar will be found occupying a place which justly belongs to him in a truly civilized and democratic society. He has satisfactions of which most men have no notion whatever. He lives with ideas, with their applications to the needs of men—sometimes higher needs and sometimes lower needs—and he feels throughout his being the thrill of the intellectual life, of its love of beauty and its understanding and appreciation of excellence. For all these there can be no substitute, and given a sufficient economic basis, the career which carries with it these accompaniments and satisfactions can have no equal in attractiveness for the higher and finer types of mind and of temperament.

One of the scholar's chiefest needs is protection in his becoming freedom and its exercise. The scholar who in sincerity and knowledge criticizes or dissents from some well established institution, idea or practice or some new exhibition of folly or stupidity is as much entitled to that dissent as his fellow who defends what this scholar condemns. This is one of the hardest lessons for public opinion in a democracy to learn. The persecuting instinct is so deep and so widespread and the passion for uniformity and conformity is so strong that many a missile will continue to be leveled at the devoted head of any scholar who dissents from a prevailing or a popular judgment. It seems to be forgotten, however, that if he does not dissent, such being his honest conviction, he ceases to be a scholar and falls back into the mob of those who have their thinking done for them and in whose lives passion and quickly flitting emotions take the place of ideas and knowledge as controlling forces. It is just ninety years since Emerson delivered at Harvard University his famous Phi Beta Kappa address on the American Scholar, in which, speaking of the scholar, he used these words: "Let him not quit his belief that a popgun is a popgun, though the ancient and honorable of the earth affirm it to be the crack of doom." That was sage counsel then and it is sage counsel now.

In the vigorous contemporary discussions that are going forward in more lands than one as to the adequacy or in-

Blind
Leading the Blind
Blind
Leading the Blind

Adequacy of present-day education, chief stress is almost uniformly laid upon the altered content of modern life and on the great mass of new knowledge that has been brought into education

by the physical and natural sciences, as well as by that form of mass introspection which is called social science. These are most important matters and all of them play their part. There is, however, another matter, quite generally overlooked, which is accountable for educational delinquencies that are truly without number and quite appalling in their significance.

Whatever may be the case elsewhere, in the United States. teachers themselves, save those exceptions which here as always prove the rule, whether in school, in college or in university, are, and for some time past have been, in large part quite uneducated in any large and justifiable sense of that word. The elaborate training which they have so often received is a sorry substitute for education. They are highminded, eager and devoted specialists and illustrate to the full the definition, marked as much by truth as by wit, that the specialist is one who knows more and more about less and less. For whatever other purposes this trait may be useful, it is quite futile as an instrument of education. What one misses today is that background of good manners, of correct and cultivated speech, of high standards of appreciation in art and in letters, that general and kindly acquaintance with all that is best in literature, in the fine arts and in reflective thought, which has always constituted the tie that binds together the men and women of genuine educational insight and competence. The usual deplorable incapacity in the matter of foreign languages on the part of the American teacher engaged in secondary or higher education is a weakness which grows in importance as the world's interests multiply. There is profound truth in the pregnant maxim of Goethe: Wer fremde Sprachen nicht kennt, weiss nichts von seiner eigenen. Not to be able to speak either French or German or Italian or Spanish, and to read perhaps but one

of these stumblingly and without appreciation of form or style, is of itself pretty much to sterilize the educational power of years of specialized study and acquisition.

Certain social changes are not to be lost sight of in considering the limitations that so often encompass the American teacher of today. For two hundred years the teacher came almost uniformly from the families of the professional class. whether clergyman or lawver or physician or man of letters. At home, first under the candle and then under the lamp. there were those family exchanges and communions, those hours of reading and discussion, those words of parental and grandparental guidance and criticism which played their great, if silent, part in building up the framework for a liberal education. We have the statement of Joseph Scaliger that this was the custom in his own day nearly four hundred years ago. Only a few weeks ago the Prime Minister of England in one of those charming addresses on non-political subjects which seem to fall so easily from his lips, bore public testimony as President of the English Association to the working of these same influences in his own life. He told his hearers how it was that his mother introduced him to poetry and how Wordsworth and Blake, Scott and Bunyan, Malory and Grimm, and Lamb and Captain Marryat were brought successively into his youthful life. Those conditions have largely passed away. Not only are the teachers of today drawn from a much wider field of recruitment, but family conditions themselves have changed, and what the son or the daughter received from parent or grandparent thirty years ago or more is not often transmitted to the youth who is to be the parent of tomorrow. A neat and well-kept person, good manners, cultivated speech and some appreciation and understanding of the best that has been said and done in the world would constitute a high but practicable ideal for the education of American youth in this twentieth century. The pressure for the acquisition in infancy and adolescence of specific gain-making competences and talents is not a sign of

¹Robinson: Autobiography of Joseph Scaliger (Cambridge: Harvard University Press, 1927) p. 30.

educational progress; it is a sign of a return to the Dark Ages, the more dismal and dolorous because so largely unconscious and so usually accompanied by those shouts of triumph with which the barbarian uniformly celebrates his slayings of those things that he destroys because he does not appreciate or understand.

The notable report of the Dean of the Graduate Faculties contains statements of fact and of reflection which should be carefully read and pondered not only at Problems of this University but wherever endeavor is Graduate Study making to have the true university spirit prevail. There can be no question that a large part of the enrolment at American universities is the result of artificial stimulation by various more or less unreasonable rules and regulations of boards of education and governing bodies of institutions of higher learning. The insistence that, whether or no, a teacher ambitious for advancement must be able to produce a degree of Master of Arts or even Doctor of Philosophy is alarming because of its unreasonableness and its unhappy influences. This insistence can only result in multiplying many times over the number of graduate students at American universities, while bringing them to look upon their university residence and work as a penance to be endured or a series of forms to be gone through with as patiently, yet as rapidly, as possible. Such artificial rules and regulations tend to destroy that free university spirit, that joy in learning and that zeal for inquiry which are the making of a university spirit which is genuine and enduring. Moreover, the setting of graduate students to separate minor, even to minute and inconsequent tasks, with the notion that these are in some mysterious way a training in methods of research, too often blunts the edge of the whole university undertaking. master scholar, with his own grand and well conceived problem before him for solution, will, if he is wise, associate closely with himself a group of advanced students who, first as hewers of wood and drawers of water, and afterwards as associates and fellow laborers, will light their lamps of scientific

and scholarly endeavor at his altar and will gain the inexhaustible stimulus which comes not only from mere training in method, but from association with the rich and fine guiding personality. They will gain the inestimable benefit of being co-laborers with their master upon a great central, dominating task, to which they will always look back with satisfaction and admiration. There are still living American scholars who tell with enthusiasm of their experiences a long generation ago in the laboratory of Professor Huxley. There are still others who worked in a different field with du Bois Reymond, and yet others who never tire of recounting what was done for their intellectual life by Curtius in Classical Archæology, by Vahlen in Latin Literature, by Klein in Mathematics, by T. H. Green in Philosophy, or by Paulsen in Education. Contacts and associations like these are the very essence of university life and university work.

Then, too, there is that tendency which appears to be wellnigh irresistible, to specialize so severely during years of graduate residence as to make the student blind and deaf to the wonderful appeal of intellectual color and form which surround him on every side. To have passed through a university and never to have heard or even seen any one of its dozen greatest ornaments whose field of major interest is not that in which a particular student is working, is for him a loss of opportunity which is nothing short of tragic.

It is quite true that the doors of the university should swing open before the mature, the eager, the ambitious and the well prepared even though the numbers of such be large, but it is also true that the university's best effort should be spent upon those who are sincerely and undividedly in search of truth, and who with free and open mind seek to gain an understanding not only of some isolated bit of human knowledge, but also of the relation in which that isolated bit stands to all knowledge, as well as comprehension of the part it plays in the universe of which it is at best so insignificant and so minute a part.

The object of all forms of entrance examination and admission test is to make sure that the time and effort of the university are profitably, not wastefully Fit and expended. The odd and confused notion that all Unfit those who have satisfactorily completed the minimum requirements of one stage of educational organization are thereby entitled as of right to be received in an institution of next higher grade, is responsible for no small part of the educational waste, mental, moral and financial, that is now going on all over this land. The idea that a system of this kind is democratic is quite grotesque, for it contradicts true democracy in the interest of a crude and flattening uniformitarianism which, if permitted, would end democracy's life.

The pressure upon Columbia University in almost every part is so great that it requires severe labor, broad outlook and great discretion to decide each year between the army of those who may be received and the army of those who, whatever their zeal, their high purpose or their ambition, must be asked to look elsewhere. This task of selection cannot be made mechanically or on any bureaucratic, arithmetical system. It must be made with human insight, human understanding and human sympathy, and it must be effected without regard to race, religion or any other attribute save only mental, moral and physical capacity to profit to the full by what the University has to offer. It is a serious matter when, as in the case of Columbia University, there are some six thousand persons, drawn from every state in the Union and from foreign lands as well, who must be told each year that the limitations of the University's equipment and teaching staff are such that they cannot be received on Morningside Heights or at the Medical School. It is well understood that this decision often brings deep disappointment and pain. It is never made without regret, and that no error ever occurs, it would be quite too much to assume. It is assumed, however, and the public must so assume, that the discrimination is exercised in most painstaking fashion and in the utmost good faith.

That this is by no means a new question is made evident by an incident in the history of the Corporation which is perhaps quite unknown. On February 6, 1809 a report was submitted to the Trustees of Columbia College, signed by Rufus King as Chairman but written by Provost Mason, which had to do with the course of study and methods of discipline then in vogue at Columbia College, which at that time certainly enrolled less than one hundred students. The report contains this passage:

"Your Committee cannot, for a moment, suppose that it is the intention of the board to try that most fruitless and mischievous experiment—the experiment of educating either the naturally stupid, or the incurably idle. A volume could not display the magnitude of the injuries inflicted upon letters, upon religion, upon morals, upon social prosperity, under every form, through the protection granted to incapacity and sloth, by a timid indulgence or a chimerical hope. It is therefore indispensable that the public should see and youth themselves feel, that future students must both have faculties to cultivate, and industry to labour in their cultivation, or that Columbia College will be no place for them."

The ground upon which Provost Mason stood was sound then and it is sound now. The point might be labored indefinitely, but it need not be.

Hand in hand with the duty of discriminating, not so much between the fit and the unfit as between the more fit and the less fit, is the duty of providing individual concern and attention for the serious student, no matter how large his number may be. Fortunately, it is universal testimony that this individual attention is characteristic of Columbia University in all its parts. At Columbia University it is the constant effort both of teachers and administrative officers to make sure that no individual student lacks that personal contact, personal understanding and personal sympathy which count for so much in helping him to shape his intellectual and personal life. A hundred instances might be given of recent happenings which bear testimony in explicit fashion to the prevalence of this spirit of helpfulness at Columbia and to its appreciation by officers and students alike.

¹ From the Memoirs of John M. Mason, D.D., S.T.D. by Jacob Van Vechten, (New York 1856.) p. 340.

No part of the whole educational process can be counted more valuable than this.

As schools, colleges and universities increase in enrollment. there is much loose and quite meaningless talk in the public press and elsewhere of mass production in education. There is no more mass production in a school of a thousand pupils with thirty teachers than in a school of thirty pupils with one teacher. Whether a student shall receive individual attention from his institution or his teachers has nothing whatever to do with the size of the institution in which he is enrolled. That institution may be very small or it may be very large, but whether the student receives individual attention is a matter of the spirit and the method of the institution, whatever its size. The old-fashioned, ungraded country school with the single teacher who was a powerful personality is becoming only a tradition but it was a school that had certain advantages of its own. There was the stimulus of constant, immediate, personal contact between teacher and taught, of the presence in one and the same room of pupils of different ages and stages of advancement, and of something very genuine in the way of community interest and spirit. Whether all these characteristics can continue to exist in institutions which attract or must care for large numbers, is in chief measure dependent upon the ideals and the spirit of the institution itself. Fortunately, Columbia University in its every part so addresses itself to its task as to make mass production in education an impossibility.

In previous Annual Reports attention has been directed to the fact that scientific study as an educational instrument has fallen far short of the high expectations that were formed of it and for it when the scientific movement in education began some sixty years ago. Meanwhile the content of the natural and physical sciences has been multiplied manifold. Truly revolutionary discoveries and inventions have followed each other with amazing rapidity, and both the form and the material of daily life have been made over as a result of new scientific knowledge and its applications.

The scientific method is everywhere extolled and within certain limits is rigorously applied. Yet the public mind, reinforced each year by a veritable army of youth which is marched through scientific laboratories and lecture rooms, museums and observatories, is as untouched by scientific method as if no such thing existed. Even men of science themselves, when out of sight of their own laboratories, betray the most astounding willingness to become the victims of rumors, dogmatic assertions and emotional appeals of every sort. The fact of the matter would seem to be that scientific training and scientific method, despite all the time and labor and money that have been lavished upon them, have thus far failed to take hold of the minds and temperaments of vast numbers of those who have been offered scientific training in greater or lesser part.

Reflection on these exceptionally interesting facts prompts various queries and suggestions. Part of the difficulty may be found in the fact that science has been suffering from what may be described as a superiority complex which has prevented it from realizing its true place in the scheme of things. There is certainly no region or realm into which science does not or ought not to aim to penetrate, on the blane in which science moves. But that plane is, as every scholar in the field of human thinking must realize, a subordinate one. It is the plane upon which the world appears as made up not of definite and independent objects, but of infinite series of changing units whose inter-relations and inter-dependences are allimportant and all-controlling. To science no object is independent. Each depends on every other and dependence, relativity.—is the controlling principle of the universe. There remains, however, that still higher plane upon which the universe appears as a self-dependent, self-related, self-active totality. It is on this plane that philosophy lives and moves and has its being, and on this plane that art and music and literature find the inspiration and the motive of those insights, aspirations and intuitions which pave the path to beauty.

This is neither the time nor the place unduly to argue these fundamental principles, but it is the time and the place to point out that if science as an educational instrument has not done what might reasonably be expected, it is first of all because it has not recognized the limitations that rest upon its place and function in the scheme of things. In the second place, science has been in large part badly taught and in large part is badly taught today. reliance upon the laboratory method for introducing students to an understanding of scientific method, scientific fact and scientific accomplishment is well nigh disastrous. For the narrow specialist it does its work well, but for him who wishes to know something of modern science as an instrument of culture and as a branch of organized knowledge, it is not the correct point of departure. The laboratory method is the true method of discovery but it is not the true method of elementary exposition and instruction. First of all the student approaching for the first time any part of the field of scientific knowledge should have that field described and explained to him, its relation to other fields of scientific knowledge pointed out and the main lines of its historic development described and illustrated. The student of physics, for example, should be shown how physics has come to be; where and how it originated; what are its relations to mathematics, to astronomy, to chemistry; when and how did it pass from what may be called its astrological to its astronomical phase: who were the personalities who first unfolded and defined fundamental physical facts and laws: what did they look like, when did they live, what was their relation to their contemporaries. In other words, the student approaching the subject of physics should be made to feel that physics instead of being a very small part of a crosssection of the world of today is really a splendid intellectual discipline with a long and notable history, and that it has come to be what it is by steps and stages that can be easily marked out and mastered. The moment the student gets this view of physics, his study of it takes hold of him with redoubled power because he sees himself dealing with a vast and continuing human interest. Then is the time for the laboratory method to be drawn upon to show him the technique of present-day knowledge and present-day discovery.

In short, the natural and physical sciences have an enormous value as cultural subjects which has been in large part lost by bad methods of teaching and presentation. The specialist gets from his study of science all that he needs for his specialty, but science meanwhile stands apart from the general stream of cultural influence and development. Faraday and Maxwell, Huxley and Tyndall, Berthelot and Pasteur, Helmholtz and Kelvin, as well as our own Pupin and Millikan, are scientific teachers of a different type. They all have in high degree the power of so interpreting science that at their hands it becomes a genuine instrument for the improvement of popular thinking and public action and a vitally important element of broad and fine culture.

As was indicated in an earlier Annual Report, no small part of the influence which caused the decline and fall of the ancient classics as a chief instrument of education was contributed by the unhappy methods of instruction pursued by the classical teachers themselves. If now science is to be sentenced to a similar fate, there will be nothing left of the tested educational instruments, and the next generation will be sentenced to the very poor and pretentious substitute of vocational instruction.

The erection within the University during recent years of a School of Business on the same plane of advancement and dignity as the older professional schools has called forth comments of diverse nature. There are those who have regarded this step as a weak and unfortunate concession by the University to the material forces and temptations which encompass it on every side. There are others who see in this step the steady advance of the principles upon which a liberal education has always been built and who find those principles entering new territory and conquering it.

The latter view is both the correct one and the more reasonable. If a profession be defined as an occupation that properly involves a liberal education or its equivalent, then it is certainly reasonable to suppose that as civilization develops and advances and as life becomes more complex in its occupations

and activities, there will be more occupations rather than fewer that rest upon the foundation of a liberal education. Moreover, it must not be forgotten that what we have been accustomed to call the learned professions were originally all one, and that the separation from a common origin of religion, law, medicine and teaching has been brought about by that process of evolution which Herbert Spencer so characteristically and so ponderously describes as the passage from an indefinite, incoherent homogeneity to a definite coherent heterogeneity. What has happened is that several additions, including business, have of late been made to this formerly restricted number of learned professions.

Business itself, particularly at the hands of those who understand it best and who represent it best, has undergone a surprisingly notable development within the memory of the present generation. Not long ago a social philosopher of cynical habit sarcastically remarked that the morals and standards of the man of business were essentially the same as those of the pirate and the freebooter. Presumably what this unkindly critic had in mind was the predominance in business of the gain-seeking motive. But it is just this gainseeking motive that has been altered in its importance and its incidence by the changes of recent years. To be shut up alone with the gain-seeking instinct and habit during the whole of an active life is the most dreadful punishment that can be visited on mortal man. It is the more dreadful because the sufferer is usually so blissfully unconscious that he has lost anything. Happily, times are changing and men are changing with them. Business, in order to be successful, must now have the support of public opinion and popular approval. Society has it in its power gravely to limit or even to crush any business organization or activity of which it does not approve or which it regards as harmful to itself. In instinctive recognition of this fact, business is coming pretty much everywhere and in almost all its forms to set before itself a new ideal, which is that of gain and service. just as the university has its ideal of scholarship and service. In other words, it is now seen that the gain-seeking motive

alone readily becomes a mere manifestation of the predatory instinct and must sooner or later not only injure society but wholly demoralize those who remain subject to that motive alone. Everywhere the great banks, the transportation companies, the public utility services, the manufacturing establishments and in large part the retail shops are competing with each other to give public service and to stabilize and make certain that necessary gain upon which their existence depends by a service that will be recognized and appreciated by the general public. This is a change of mood, of temper and of outlook of literally stupendous significance for the democratic state. No plan of insurance that the wit of man could possibly devise can equal this union of gain and service in a common ideal as protection for an industrial, economic and financial system which unites in one unit of cooperation the energies of those who work with their hands, of those who work with their brains and of those who work with their savings. This new business ideal, gain and service, invites and even compels a higher standard of preparation, a broader knowledge as foundation and a larger intellectual outlook as driving power.

It is only under a democratic social system that the man of business carries weight or gains respect. Under every other form of social order he is looked down upon as an inferior who is a necessary and useful hewer of wood and drawer of water, to be paid something for his services. Tacitus in his Annals tells of one of the friends of the Emperor Tiberius who was entrusted for four and twenty years with the government of great provinces "not for any preeminent accomplishments, but because he had talents equal to business and aspired no higher." This is a perfect example of the historic judgment on men of business from which they rescue themselves as they gain a liberal education and surround their gain-seeking organizations with the spirit of public and human service.

With this conception of business it is obvious that professional preparation for it finds a natural place in the univer-

¹ Tacitus: Annales VI: 30.

sity by the side of the older forms of occupation that have so long attracted the best and most ambitious of men. Today every important business enterprise is enriched by the association and service of men of special and scientific training, by the apparatus of research and improvement, and by the counsel and guidance of those who are able to observe large social and industrial movements and to interpret them to the advantage of the particular undertaking in whose service they are. In other words, there is coming to be a philosophy of business as there has long been a philosophy of theology, of law, of medicine and of teaching, and it is through the door of that philosophy, that understanding of fundamental principles and higher standards, that the university will seek to lead men and women to prepare themselves for the capable and competent pursuit of this form of intellectual activity and public service. The old-fashioned so-called practical man who worked by rule of thumb and was proud of his ignorance is passing. His place is being taken by a higher, a better trained and a more public-spirited type. To promote this change and to assist it is one of the glad functions of the university.

The development of the Junior College which has gone on so rapidly throughout the country in recent years, is the

University and Junior College direct outcome of that theory of organization of higher education which, made familiar by the writing and teaching of Andrew D.

White, Frederick A. P. Barnard and Professor John W. Burgess, underlay the plan of organization adopted for Columbia University in 1890. When that plan was drafted the fact was clearly in mind that in the United States the field of higher education is divided among three parts or types of institution, whereas on the continent of Europe, with its long and useful experience to guide it, these divisions and institutions are but two in number. In the United States the secondary school, the college and the university properly so-called, occupy the territory which, on the continent of Europe, is divided between the Lycée or Gymnasium on the one hand and the University on the other. As so often happens in

following the natural history of human undertakings, there is a real, if unconscious and even unsuspected, reason for almost every type of institutional development. On the continent of Europe the two-fold division of higher education corresponds to certain psychological and social facts, while in the United States the three-fold division rests more largely on an economic foundation as well as on the accidents of the early stages of an historical development. It was recognition of these facts which led to the establishment of the so-called Columbia plan of the combined college and university course. which accepts the fact that there is a natural break or transition in the intellectual life of the normal student at about the end of the second or sophomore year of college instruction. In the Annual Report for 1902 (pp. 29-49) and in that for 1903 (pp. 23-31) these questions were examined at some length. As a result, a lively discussion of these matters in all their aspects followed and continued for several years. The upshot of it all was to strengthen the conviction that the three-fold division as it exists in the United States corresponds fairly well to national economic, social and intellectual conditions, but that to be most effective it must in some way recognize and make place for that distinction or transition which the European system recognizes between the Lycée or the Gymnasium on the one hand and the University on the other. The junior college when brought into existence, either separately or as an outgrowth of an established secondary school, represents the attempt to satisfy the need which European institutions of higher learning recognize and meet in the way described.

What shall become of those who satisfactorily complete the junior college course? For many junior college students, perhaps for most, the formal instruction there given is all that they will require as preparation for life. It would doubtless be to the public advantage if the major portion of the junior college constituency were to pass directly into gainful occupation and then use the multiplying facilities for adult education to keep alive their intellectual life and to broaden and deepen their intellectual interest while engaging in active

work. Another portion of this group would certainly wish to enter upon the later years of a college course or to take up professional study. If the junior college has done its work well, students should be ready, on finishing its course, to become acceptable students of Architecture, Agriculture, Business, Education, Engineering, Journalism, Library Service or Pharmacy. Whether they might be admitted to full University status as students of Law or Medicine would depend in part upon statutory restrictions and in part upon institutional conditions and requirements. A certain number, it is hoped, would desire to go forward to the completion of a college course in the liberal arts and sciences, and thereby lay the foundation for a life of the largest measure of intellectual satisfaction and enjoyment, or even for a scholar's career.

It so happens that at Columbia during the past twenty years the work of University Extension has so developed as to suggest and almost to compel the organization of junior colleges at certain of the larger centers of population which University Extension serves. The question is now asked whether the time has not come formally to bring such junior colleges into existence and through University Extension to recognize them as part of the University's educational system. conforming to fixed University standards and responding to University direction and control. To this question an affirmative answer may quickly be given if it be understood that these undertakings will in no wise become a charge upon the general income of the University corporation and that they will conform to the University standards of scholarly excellence and achievement. It is quite within the bounds of possibility that during the next generation both Columbia University and other universities that have the inestimable advantage of an urban situation may find themselves surrounded by a whole group of junior colleges that have sprung up as the result of their several influences and inspirations. The administration and oversight of a group of such junior colleges would present no serious difficulties and their teaching positions would naturally be filled, chiefly at least, by men and women trained at the university under whose auspices they had been brought into being.

Junior colleges, wherever they are, will do well to seek university affiliation. They would be greatly strengthened thereby and lines of influence and interdependence would be laid down and developed that might easily come to play a large part in the development of the nation's general educational system. Plans and organizations for adult education would connect themselves with junior colleges and with the universities to which those junior colleges looked for oversight and direction, and the whole vast movement of arousing, stimulating and instructing the public intelligence and of guiding the public mind to habits of right thinking and generous feeling would be thereby greatly advanced.

There is an immense amount of purposeless and uninformed talk about American undergraduate life, activities and policies. The character-forming and habit-building function of college work and college life is quite generally pushed aside, while the wholly misleading notion that the college is nothing more than a group of vocational courses of instruction by means of which young men are prepared to earn a livelihood, has forced its way to the foreground.

The business of the college, as has been said a thousand times, is to prepare for life and not for making a living. The college represents in more or less articulate fashion the experience of the race in forming and disciplining the mind and character of adolescent youth. Its plan of work and its methods, while related to those of secondary instruction and growing out of them, are yet quite different from those and also guite different from the plan and methods of work which are characteristic of university residence and study. college is a microcosm and has a character and an influence all its own. In the life and work of the college the cultivation of manners, as well as of morals, and of health and agreeable exercise as well as of the intellect, are essential parts. Despite this obvious fact, both manners and outdoor sports and exercise are quite too usually left to shift for themselves. This explains why it is quite possible to be both a college graduate and either a young barbarian or a physical nonentity.

It is in recognition of these fundamental and controlling facts that for the college student there is provided ample opportunity for systematic physical training and exercise in gymnasium, on the track and on the playing-field. It is for this reason that University physicians and physical directors are provided, and it is for this reason that careful supervision by competent academic officers is exercised over the dietary of students in residence. It is the sound tradition of education of college character and grade throughout the English-speaking world, that outdoor sports and athletic exercises are an integral part of it.

Out of these sports and exercises there grow naturally enough competitive games and undertakings between representatives of various colleges. It is at this point that the responsibility of the college itself stops and that of the students and alumni interested in athletic sports begins. The college as such cannot be expected to organize and maintain intercollegiate athletic competitions. Responsibility for these and the initiative in regard to them must rest with alumni and students themselves. The business of the college is to see that these intercollegiate competitions do not interfere with proper and normal standards of academic performance and devotion.

It is within the truth to say that so far as Columbia College is concerned, a happy situation exists in respect to this field of undergraduate interest and occupation. The trying experiences of twenty-odd years ago served their purpose and taught their lesson. Whatever may be the case elsewhere, there is now full cooperation and understanding between those alumni and students who bear the brunt of athletic organization and athletic enterprise on the one hand, and the Dean and Faculty of Columbia College on the other. Athletics are fostered and favored and yet kept in their proper place and not permitted to disorganize the life and study of the college students. There is not the slightest taint of professionalism or semi-professionalism about athletics at Columbia today, and those practices that are so frequently complained of in the public press are, to the best of our knowledge and belief,

non-existent among us. This is a healthy condition which can only have beneficial results as the tradition which upholds it grows in age and strength.

It is a ruling conception at Columbia University that the alumni are permanent members of the University body with very large, if somewhat indefinite, responsibilities and opportunities for helpfulness. The whole field of intercollegiate athletic games and contests is one in which those alumni who as undergraduates have participated in these games and contests and have excelled in them, may be looked to not only for counsel but for formal cooperation and responsible administrative control. Since these games and contests grow out of the life of the student body, it is by the student body, with the aid and counsel of their elders of the same type, that they should be carried on under conditions that befit academic tradition and academic dignity.

By the provision of President's House, the Faculty House

and the apartments for members of the teaching and administrative staffs and their families on Social Life of Claremont Avenue and elsewhere in the immethe University diate neighborhood, there has been brought into existence an active and constant community social life which is one of the University's great attractions and one of its characteristics which gives great and widespread satisfaction. On Morningside Heights there has grown up a university city to surround a city university, with a social life and occupation peculiarly its own and most inviting withal. By the energy and enthusiasm of individual members of the University a social club has been brought into existence with frequent meetings throughout the academic year, that serves as an invaluable meeting place and happy means by

The Faculty House is one of the busiest of University buildings and over and above its excellent provision for the Men's Faculty Club, it serves as a center for literally scores of those important conferences and informal meetings which so effectively lay the foundation for University understand-

which newcomers to the University family may quickly find themselves surrounded by a wide and growing circle of friends.

ing and University policy. It would not be easy to overestimate the effect upon the University community of those physical provisions which have made possible the development of this community life. It extends to the children themselves, since there is skillful provision for their oversight and their play as well as their formal instruction during school hours.

Some may think these aspects of University life insignificant, but to those who look beneath the surface of things they will be seen to have large importance in welding the University community into real and powerful unity despite its manysidedness and in counterbalancing the natural and inevitable distractions which a large city constantly and delightfully offers.

The retirement, at his own request, of the Dean of Teachers

College after thirty years of most conspicuous, devoted and successful service, is an event of extraordi-Thirty Years of nary importance in the life of the University. Teachers College The accompanying report of the Dean is itself a philosophical essay in explanation and review of the work which has been done under his hand. This work has been accomplished under exceptionally difficult conditions, for at no earlier time in the history of modern education at least have conditions changed so rapidly or problems become suddenly more complicated and more numerous. The nation has been passing through a phase of educational development which, measured statistically, is truly amazing, and estimated by any other standards is remarkable. Through all this Dean Russell has guided the development of Teachers College not only with success but so as to make it an impressive part

To say that Teachers College has become in this relatively short time the most notable institution of its type and a model for all others is merely to repeat a familiar truism. Indeed, the situation is not unlike that reported by the observer of the race for the Royal Yacht Squadron Cup in

of the University's picture of itself, and a powerful agent in

making world-wide its reputation and its influence.

1857 who, in answer to Queen Victoria's inquiry as to which yacht was first and which second, replied, "The America is first, Your Majesty, and there is no second."

The work of Teachers College has been marked by broad and generous catholicity of outlook and of content. The old and well established forms of approach to the problems of education have always been presented with ability and conviction and yet there has been the amplest of opportunities for new views to assert themselves and for every variety of experimentation under present-day conditions. The response not only of this nation but of the world has been immediate. Up and down the whole of the continent of Africa, for example, are to be found men and women at the head of institutions of education in those distant lands who have been under instruction and guidance for a longer or a shorter time at Teachers College. South America, the Balkan countries, eastern and northeastern Europe and lately Russia, to say nothing of the older and more solidly established civilizations of western Europe, have all had immediate contact with Teachers College, its methods, its purposes and its ideals. The most eager and best fitted type of student crosses the continent or a wide sea in order to spend a year or two on Morningside Heights.

All this could not have been accomplished save under leadership not only of talent but of genius, for genius is a capacity for perceiving and carrying out tasks beyond the competence of mere ability. The latest report of the Dean of Teachers College and the documents which accompany it should be studied with the greatest care, for they record a kind of many-sided activity in the field of educational philosophy, educational art and educational administration which would have been simply inconceivable when Teachers College itself was first brought into existence forty years ago. Dean Russell carries with him into his well earned retirement the invaluable treasure of a great reputation framed in the affection and regard of a host of students and associates, past and present.

The Report of the Treasurer (pp. 141-148) contains a detailed statement of the gifts and bequests received by the University during the year ending June 30, 1927. In Gifts that period, the University received 176 gifts in money, amounting to \$2,126,217.78. The chief items in the list are. from the Estate of Annie C. Kane, for the general purposes of the University, \$500,000, and to establish the William C. Schermerhorn Memorial Fund, \$500,000, making \$1,000,000 in all; from the Carnegie Corporation, toward the cost of the new Medical School buildings, \$416.612.67; from Frederick W. Vanderbilt, for the construction and equipment of the new Vanderbilt Clinic, \$116.666.67; from the Laura Spelman Rockefeller Memorial, for research in the Social Sciences. \$73.750, for social research in France, \$21,500, and for research work in legal education, \$20,000; from Harold S. Vanderbilt, for the construction and equipment of the new Vanderbilt Clinic \$50,000; from the Estate of Annie M. McClymonds, to establish the Louis K. McClymonds Scholarship Fund, \$27,450; from the Estate of S. Whitney Phoenix, to be added to the Phoenix Legacy, \$27,000; from the Alumni Fund Committee, for the general purposes of the University, \$25,000; from an anonymous donor, for the construction and equipment of a new boat house \$25,000; from the Estate of Walter B. James, to establish the Walter B. James Fellowship Fund in the Medical School, \$25,000; from the Carnegie Corporation, for the School of Library Service, \$25,000; from The Borden Company, for the Borden Research Fund in Food Chemistry and Nutrition, \$18,000; from the Estate of Norton Perkins, to establish the Edward H. Perkins Scholarship Fund, \$15,000; from the Commonwealth Fund, for the Psychiatric Commonwealth Clinic Fund, \$15,000; from Mrs. Honoro Gibson Pelton, to establish the William Henry Gibson Scholarship Fund, \$10,000; from J. William Clark, for the School of Dental and Oral Surgery Building Fund. \$10,000: from the Estate of Mary B. Pell, for the Mary B. Pell Fund. \$8,000; from the Alumni Fund Committee, from the Permanent Alumni Fund, \$8,000; from George Adams Ellis, to establish the Vermont Scholarship

in the Law School, \$6,391; from the Copper and Brass Research Association, for the Copper and Brass Research Fund. \$6,000; from Fritsche Brothers, Inc. for the Fritsche Research Fund in Chemistry, \$6,000; from the Estate of Annie P. Burgess, for the Annie P. Burgess Fund, \$5,977.21; from the Carnegie Corporation, for scholarships in the arts, \$5,600; from the Social Science Research Council, for research on negro migration, \$5,400; from the William J. Gies Fellowship Fund Committee, for the William J. Gies Fellowship Fund, \$5,001; from Mrs. Frederic S. Lee, for the President's Special Gift Account, \$5,000; from the Haughton Memorial Committee, to establish the Percy D. Haughton Memorial Fund, \$5,000; from Mr. and Mrs. Lionello Perera, for the Casa Italiana Endowment Fund, \$5,000; from an anonymous donor, for the Special Tuberculosis Fund, \$5,000; from the Carnegie Corporation, for the training of school librarians at the Summer Session of 1927, \$5,000; from Alexander Smith Cochran, for research and publication in the Department of Indo-Iranian Languages, \$5,000; from General T. Coleman du Pont, for the Special Tuberculosis Fund, \$5,000; from Mrs. Edward D. Faulkner, for the Department of Surgery, \$5,000; from the Royal Baking Powder Company, for research work in Chemistry, \$5,000.

The total gifts in money received during the year by the four corporations included in the educational system of the University are classified as follows:

| Purpose | Columbia University | Barnard College | Teachers College | College of Pharmacy | Total |
|--|------------------------|--------------------|---------------------|------------------------|--------------|
| A. Gifts to Capi- tal: | | | | | |
| I. General Endowment . 2. Special Endowment | \$559,305.22 | \$3,450.00 | \$1,000.00 | | \$563,755.22 |
| dowments 3. Buildings and | 639,700.04 | 110,600.00 | 600,200.00 | | 1,350,500.04 |
| Grounds . | 621,033.24 | 5,977.21 | 102,946.96 | | 729,957.41 |
| B. Gifts to Income: 1. General Purposes | | 50.00 | | | 50.00 |
| 2. Specific Purposes | 306,179.28 | _ | 490,548.31 | | 854,117.53 |
| | \$2,126,217.78 | | | | |

The following statement, which is presented annually, records the gifts in money alone made since 1890 to the several corporations included in the University:

| 1890-1901 | | \$5,459,902.82 |
|-----------|----------|---------------------------|
| 1901-02 | \$1 | 082,581.02 |
| 1902-03 | I | 721,895.06 |
| 1903-04 | I, | ,783,138.18 |
| 1904-05 | | ,960,247.87 |
| 1905-06 | I | 299,909.78 |
| 1906-07 | I, | ,360,590.80 |
| 1907-08 | I | ,077,933.87 |
| 1908-09 | | 974,637.07 |
| 1909-10 | 2 | 357,979.30 |
| 1910-11 | | ,932,655.79 16,551,568.74 |
| 1011-12 | <u> </u> | ,242,417.58 |
| 1911-12 | | |
| | | ,605,935.33 |
| 1913-14 | | ,494,648.61 |
| 1914-15 | | 814,111.69 |
| 1915–16 | | ,287,144.91 |
| | I | ,634,578.78 |
| 1917–18 | | 882,267.76 |
| 1918-19 | 3 | ,455,356.60 |
| 1919-20 | 3 | ,724,181.14 |
| 1920-21 | 2 | ,190,289.85 20,330,932.25 |
| 1921-22 | \$3 | ,270,380.76 |
| | _ | ,728,021.59 |
| | | ,375,691.92 |
| 1924-25 | | ,097,108.25 |
| 1925-26 | | ,276,777.11 |
| | | ,498,380.20 29,246,359.83 |
| | — | 77-70 |
| Total | | \$71,588,763.64 |

The University is plainly to become increasingly dependent upon the Alumni Fund, and no effort should be spared to build it up with reasonable speed, to make participation in it substantially universal among the holders of degrees, and to recognize that contribution to this fund constitutes a new tie between the alumnus and the Alma Mater of his love.

In the following summary financial statement, the land, buildings and equipment used for educational purposes are entered at cost; the Upper and Lower Estates at their assessed valuations; and all other property and Endowments erty at book values.

| Columbia University Barnard College | Resources June 30, 1927 \$91,380,142.33 7,892,983.72 | | Income and Expense Account 1926-27 -\$142,229.76 + 61,190.92 |
|--------------------------------------|--|---|---|
| Teachers College College of Pharmacy | 14,005,361.73 875,262.09 \$114,153,749.87 | 3,051,447.78 ² 159,510.00 | + 4,777.50 + 53,662.09 |

The following officers of the University have died since the publication of the last Annual Report:

On November 11, 1926, Jeannot Hostmann, Ph.G., Associate Professor of Chemistry in the College of Pharmacy, in his fiftieth year.

On November 17, 1926, James F. Kemp, LL.D.,
Sc.D., Professor of Geology, in his sixty-eighth
vear.

Deaths of
University Officers

On January 5, 1927, George S. Huntington, M.D., Sc.D., LL.D., Professor Emeritus of Anatomy, in his sixty-sixth year.

On January 9, 1927, Friedrich Hirth, Ph.D., Dean Lung Professor of Chinese retired, in his eighty-second year.

On January 22, 1927, Edward Page Mitchell, Litt.D., a member of the Advisory Board of the School of Journalism, in his seventy-fifth year.

On March 28, 1927, Charles H. Peck, M.D., LL.D., Professor of Clinical Surgery, in his fifty-seventh year.

On April 6, 1927, Walter B. James, M.D., LL.D., a Trustee of the University since 1918, in his sixty-ninth year.

On April 6, 1927, Robert F. Weir, M.D., Emeritus Professor of Surgery in his ninetieth year.

On May 22, 1927, Edwin W. Hale, Associate in Metallurgy, in his fifty-first year.

On June 21, 1927, Miss Elizabeth G. Baldwin, Librarian of Teachers College, in her sixty-sixth year.

¹ In addition to \$336,615 included in the Columbia University Budget.

² In addition to \$583,020 included in the Columbia University Budget.

On July 27, 1927, Milton J. Davies, A.B., Associate Director of University Extension, in his fifty-fifth year.

On August 13, 1927, Thomas W. Salmon, M.D., Professor of Psychiatry in his fifty-second year.

On August 26, 1927, Oscar V. Petty, A.M., Instructor in French, in his thirty-third year.

On September 1, 1927, Frank T. Van Woert, M.D.S., Director of the School of Dental and Oral Surgery retired and Professor of Clinical Dentistry, in his seventy-first year.

On October 25, 1927, Herbert Swift Carter, M.D., Assistant Clinical Professor of Medicine, in his fifty-ninth year.

This sadly long roll commemorates names and personalities that are imperishably associated with the name and service of Columbia.

NICHOLAS MURRAY BUTLER,

President

November 7, 1927

TABULAR STATEMENTS

TEACHING STAFF

| Teaching Staff | Columbia | Barnard | Teachers | College | Tot | als² |
|---|----------------|----------|----------------------|----------|---------------|---------------|
| | University | College | College ¹ | Pharmacy | 1926 | 1927 |
| Professors (including Clinical Professors) Associate Professors (including Associ- | 265 | 12 | 52 | 3 | 247 | 265 |
| ate Clinical Pro- fessors) | 119 | 13 | 17 | 3 | 110 | 119 |
| fessors) | 190 103 | 13 2 | 30 14 | 7 | 175 115 | 190 117 |
| Clinical Instruc- tors) Lecturers Curators | 302 79 3 | 32 15 | 93 36 | 14 1 | 389 115 | 409 116 |
| Assistants | 152 | 10 | 53 | ••• | 186 | 205 |
| not included above Summer Session not | 375 | •• | • • | | 347 | 375 |
| included above | 306 | | •• | •• | 304 [1926] | 306 [1927] |
| Total | 1,894 | 97 | 296 | 28 | 1,990 | 2,106 |
| above as teachers . Emeritus and Retired | 60 | 8 | 15 | 3 | 67 | 71 |
| Officers | 33 | | 5 | r | 35 | 33 |
| Total | 1,987 | 105 | 316 | 32 | 2,092 | 2,210 |

 $^{^{\}rm t}$ Excluding the Horace Mann, Speyer, Lincoln, Quaker Grove and Wilton Schools. $^{\rm t}\text{Excluding}$ duplicates.

STUDENT ENROLMENT

| | | Totals | Gain | Loss |
|---|---------------------------------------|-----------------|---------------------------|------|
| I. RESIDENT STUDENTS A. WINTER AND SPRING SESSIONS Undergraduate Students: Columbia College Barnard College University Undergraduates . | 2,023 1,085 74 | | 2 36 | 11 |
| Total Undergraduates Graduate and Professional Students: Political Science, Philosophy | | 3,182 | 27 | |
| and Pure Science | 2,724 100 385 | | 454 8 | ~5 |
| Dentistry | 198 72 138 748 112 415 | | 20 7 23 112 4 | 104 |
| Mincs, Engineering and Chemistry Optometry Pharmacy Teachers College: | 184 60 864 | | I 3 IO | |
| Education | 3,401 1,932 164 | | 375 49 | |
| Total Graduate and Pro- fessional students B. Summer Session (1926) includ- ing Undergraduate, Graduate, | | 11,497 | 1,076 | |
| Professional, and Unclassified Students | | 13,219 | 499 | 16 |
| Gross Total Resident Students Less Double Registration | | 38,014 3,017 | 1,586 | |
| Net Total Resident Students | | 34,997 | 1,247 | |
| II. NON-RESIDENT STUDENTS UNIVERSITY EXTENSION Extramural Courses Special Courses | | 1,706 943 | 111 | 162 |
| III. HOME STUDY STUDENTS UNIVERSITY EXTENSION Home Study Courses | | 6,258 | 1,796 | |

DEGREES CONFERRED

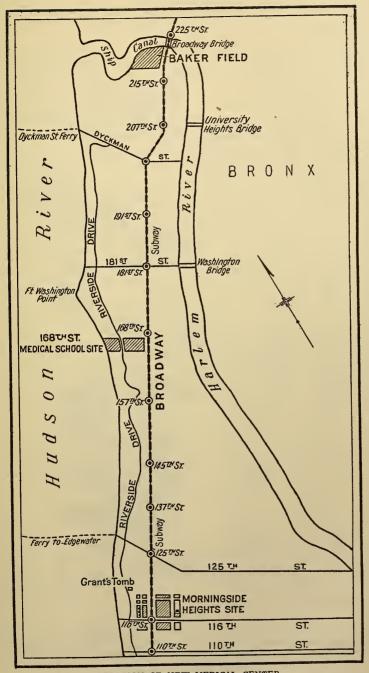
During the academic year 1926–1927, 4,118 degrees and 873 certificates and diplomas were conferred, as follows:

| COLUMBIA COLLEGE: Bachelor of Arts | Certificate in Optometry . 21 |
|--|---|
| BARNARD COLLEGE: Bachelor of Arts 249 | Savoor on Drivery Ave Ones |
| 249 | Pachalar of Salanca |
| FACULTY OF LAW: Bachelor of Laws 174 Master of Laws 1 | Certificate in Oral Hygiene 68 |
| 175 | HNIVERSITY COUNCIL: |
| FACULTY OF MEDICINE: Doctor of Medicine 96 | 18 |
| 96 FACULTY OF APPLIED SCIENCE: | |
| Bachelor of Science 22 Engineer of Mines 1 | |
| Metallurgical Engineer I Electrical Engineer 13 | Accounting 1 |
| Mechanical Engineer 6 Chemical Engineer 5 Master of Science 38 | College of Pharmacy: |
| 86 | Bachelor of Science 5 |
| School of Architecture: Bachelor of Architecture . 19 | FACULTIES OF POLITICAL |
| 19 | AND PURE SCIENCE: |
| School of Journalism: Bachelor of Literature 40 | Doctor of Philosophy 168 |
| Master of Science in Jour- nalism 10 | |
| Certificate of Proficiency in Journalism | Master of Arts 1,359 Bachelor of Science 618 Master of Science 24 |
| School of Business: | Bachelor's Diploma 218 Master's Diploma 521 |
| Bachelor of Science 80 Master of Science 39 | |
| Certificate in Secretarial Studies 15 | Total Degrees, Certificates |
| 134 | Number of individuals re- |
| School of Library Service: Bachelor of Science 75 | College of Pharmacy: |
| 7.5 | Graduate in Pharmacy 220 HONORARY DEGREES 8 |

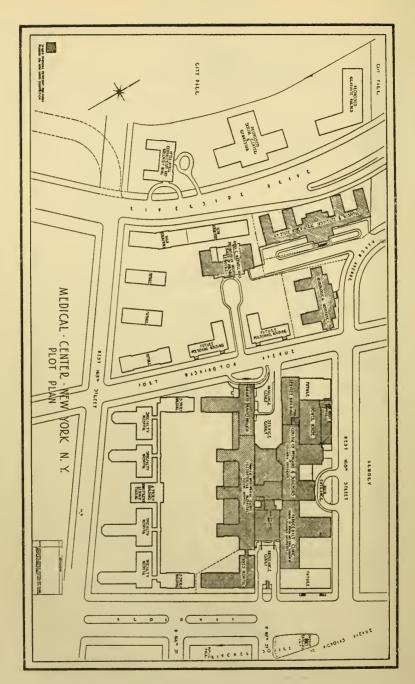
THE SITE

| | | Square Feet | Acres |
|-------|-----------------------------------|-------------|---------|
| Δ τ | At Morningside Heights | | |
| Λ. Ι. | Green and Quadrangle | 734,183 | 16.85 |
| | South Field | 359,341 | 8.25 |
| | East Field | 90,825 | 2.08 |
| | Columbia House | 3,618 | .082 |
| | Maison Française | 1,809 | .041 |
| | Residence of the Dean of the Col- | 2,009 | .041 |
| | lege | 1,809 | .041 |
| | Residence of the Chaplain | 1,809 | .041 |
| | Claremont Avenue Property | 29,000 | .679 |
| | Casa Italiana | 4,036 | .092 |
| | | | No. |
| | 4. 16 11 1 0 1 1 | 1,226,430 | 28.156 |
| 2. | At Medical School | 75,312 | 1.73 |
| | [437 West 59th Street] | | |
| 3. | New Medical Center | | |
| | [Broadway and 168th Street] | | |
| | Total site, 840,000 sq. ft. | | |
| | 19.28 acres | | |
| | Under ownership of Columbia | | - (. |
| | University | 420,000 | 9.64 |
| 4. | At Baker Field | 1,221,385 | 28.03 |
| | [Broadway and 218th Street] | | |
| | | 2,943,127 | 67.556 |
| | arnard College | 177,466 | 4.07 |
| | eachers College | | |
| | At 120th Street | 156,420 | 3.591 |
| | At 509 West 121st Street | 17,035 | .391 |
| 3. | At 512, 514 West 122nd Street | | |
| | and vacant lots | 16,535 | .380 |
| | Lincoln School | 47,500 | 1.090 |
| | At 106 Morningside Drive | 17,668 | .406 |
| | At Van Cortlandt Park | 619,600 | 14.224 |
| 7. | At Speyer School | 4,917 | .113 |
| | [514 West 126th Street] | | |
| | Total for Teachers College . | 879,675 | 20.195 |
| D. C | ollege of Pharmacy | 7,516 | .172 |
| | [115 West 68th Street] | , ,,, | |
| E. So | hool of Dental and Oral Surgery | 16,162 | .371 |
| | [302-306 East 35th Street] | , | |
| F. Ca | amp Columbia, Morris, Conn | | 585.3 |
| | Total | 4,023,946 | 677.664 |
| | 10141 | 4,023,940 | 077.004 |

ILLUSTRATIONS

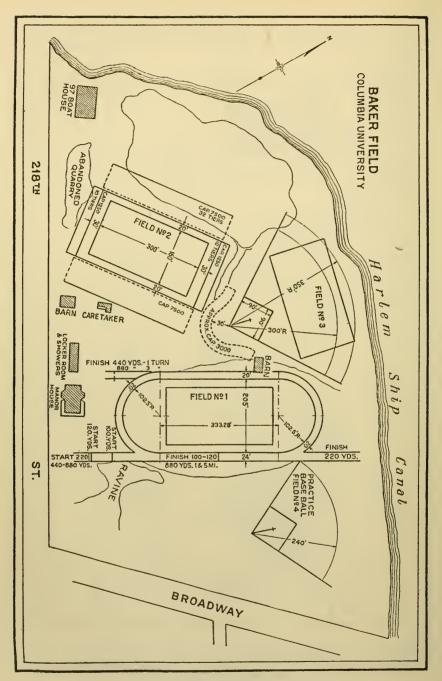


RELATION OF NEW MEDICAL CENTER
AND BAKER FIELD TO MORNINGSIDE HEIGHTS

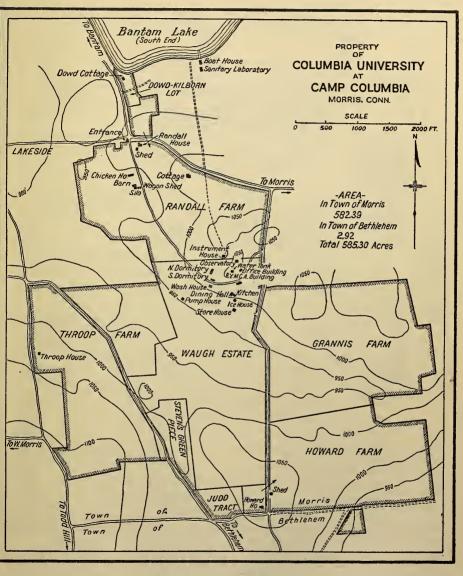


NEW MEDICAL CENTER

| | | | 7 |
|--------|---|----------|---|
| | WEST 60TH ST. WANDERBILT-CINIC SLOARE COLLEGE OF THOSPITAL PHYSICIANS FOR WOMEN LAND SURGEONS | | |
| AMSTE | WEST 59™ ST. | COLUMBUS | |
| | WEST 69TH ST. | | |
| | WEST 69TH ST. COLLEGE OF PHARMACY WEST 68TH ST. OO | | |
| AVE. | EAST 35TH ST. | AVE. | |
| | SCHOOL OF DENTAL AND ORAL SURGERY | | |
| SECOND | EAST 34TH ST. | FIRST | |
| | | | |

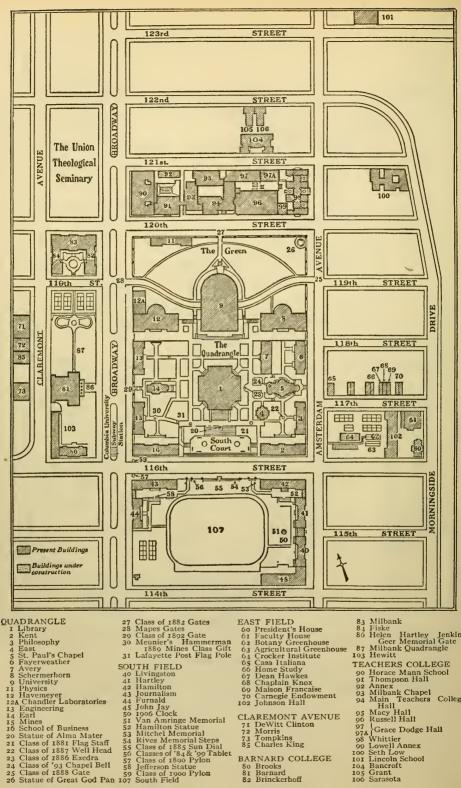


BAKER FIELD



CAMP COLUMBIA, MORRIS, CONN.
USED FOR SUMMER COURSES IN SURVEYING

PLAN OF BUILDINGS AND GROUNDS



SOUTH FIELD

- 7 Avery SOUTH FIELD 7 Avery 8 Schermerhorn 9 University 41 Hardley 41 Hardley 41 Hardley 42 Hamilton 43 Journalism 44 Furnald 45 John Jay 50 1906 Clock 55 Mines 50 Statue of Alma Mater 21 Class of 1881 Flag Staff 22 Class of 1887 Well Head 23 Class of 1888 Exedra 24 Class of 193 Chapter 1886 Exedra 25 Class of 1886 Exedra 25 Class of 1886 Exedra 25 Class of 1886 Exedra 26 Class of 1886 Exedra 26 Class of 1886 Exedra 27 Class of 1886 Exedra 28 Class of 1886 Exedra 29 Class of 1886 Exedra 29 Class of 1886 Pylon 50 Class of 1900 Pylon 50 Class of 1
- CLAREMONT AVENUE
 71 DeWitt Clinton
 72 Morris
 73 Tompkins
 85 Charles King

BARNARD COLLEGE

- 80 Brooks 81 Barnard 82 Brinckerhoff

- 86 Helen Hartley Jenkins Geer Memorial Gate 87 Milbank Quadrangle 103 Hewitt
- TEACHERS COLLEGE

- 1 EACHERS COLLEGE
 90 Horace Mann School
 91 Thompson Hall
 92 Annex
 93 Milbank Chapel
 94 Main Teachers College
 Hall
 96 Russell Hall
- 97 Grace Dodge Hall 98 Whittier 99 Lowell Annex 100 Seth Low 101 Lincoln School

- 104 Bancroft 105 Grant 105 Grant 106 Sarasota

COLUMBIA COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1927

To the President of the University

SIR:

As Dean of Columbia College I have the honor to present the following report for the year 1926–1927.

No event of the year has so touched the imagination and quickened the loyalty of everyone connected with the College as the celebration of the twenty-fifth anniversary of the President of the University. I am sure that it is not unappropriate to review briefly at this time the development of the administration of the College during these twenty-five years. It will be observed that the whole tendency has been to get away from the town meeting form of administration toward a form in which executive functions are performed by executive officers, reserving for the Faculty the legislative duties, without, however, removing from the Faculty any of its ultimate authority or responsibility.

In 1901 the Faculty of Columbia College was organized in a somewhat haphazard way, combining in its functions those of the educator, the administrator and the executive. The Minutes of the College Faculty for the first ten years are filled with actions on special cases. Although Columbia College has not recently gone to the extreme which is common in many other institutions of taking faculty action on questions of discipline and minor matters of individual student concern, nevertheless it is true that twenty-five years ago a large amount of the time and energy of the Faculty was customarily taken up by matters of executive detail. A perusal, however, of the Minutes of the Faculty during the last nine years of Dean Van Amringe's administration reveals the fact that during that period the Faculty was working slowly to-

ward a separation of the duties that belong to an individual executive from those best performed by the Faculty.

After the reorganization of the curriculum in 1905 the question of reorganization of the Faculty was immediately taken up. It is interesting to observe that the Faculty itself, through a special committee, was unable to make any recommendation for its own reorganization. The report of this committee, which was virtually a non possumus, was followed at the next meeting of the Faculty by a memorandum from the President stating that the Statutes of the University had been modified to the effect that the Faculty of Columbia College should consist of the President, the Dean, and such officers of administration as might be assigned thereto by the Trustees. The principle of rotation was adopted, so that members of the Faculty were appointed for a term of three years. This important step led to the appointment of a Faculty small in number and intimately concerned with the affairs of the undergraduate body. It served to centralize the administration of the College and to place the responsibility for its welfare upon a smaller and more interested group of instructors. During this entire period a considerable number of standing committees of the Faculty existed, supplemented by a constant flow of special committees appointed for the discussion of specific questions.

In January, 1908, the Faculty authorized the appointment by the President of a Committee on Instruction, which should have jurisdiction over all questions having to do with the curriculum, and which should also constitute a standing committee of reference for any question which the Faculty chose to refer to it. Under the chairmanship of Professor George R. Carpenter this committee carried one step further the process of the centralization of administration. In his death the College suffered an irreparable loss, but the principles established in the organization of the committee, which was virtually an executive committee of the Faculty, remained unimpaired.

For the first few years of its existence the Committee on Instruction of the College was appointed by the President,

although in 1910 the Dean of the College was made chairman ex officio. Two of the six members were replaced each year by two new appointees, thus affording a rotation on the Committee. In 1913 the Faculty voted to elect the members of the Committee on nomination by the Faculty in the place of presidential appointment. Since that time the form of organization of the Committee has not been modified. Only rarely has a member of the Faculty been re-elected to the committee after one term of service. As a consequence, most of the older members of the Faculty have at one time or another served on the Committee, and through the medium of this service have become familiar with the routine of its work. Theoretically the nominations for seats on the Committee on Instruction come from the Faculty. Practically the committee itself has nominated men to succeed the retiring members. The effect of this procedure has been to retain a high degree of continuity, one might almost say bureaucracy, in the government of the affairs of the College. At the same time. the Faculty is completely guarded in its prerogatives. It is probable that as a practical matter our system would work out not unlike the English ministerial system. In case the Faculty were to disagree with the judgment of the committee on an important matter I think it altogether likely that the committee would wish the Faculty to elect other members who would be able to represent their views.

Although the Committee on Instruction is charged in a general way with the supervision of the curriculum, and is supposed to consider those questions that are referred to it by the Faculty, during the last fifteen years it has served to initiate most of the legislation that has received Faculty action. Up to 1910, when Dean Keppel took office, special Faculty committees were the order of the day. The discussion of their reports formed a large portion of the business of the Faculty. With the organization of the Committee on Instruction these special committees have become less and less frequent, until during the last ten years not a single special committee has been appointed by the Faculty for the consideration of any subject. Everything has been referred to

the Committee on Instruction, either with power or with instructions to report back to the Faculty. This change in administrative procedure has so transformed the Faculty that it has not merely lost its executive function but it is no longer a deliberative body in any real sense of the term. To be sure, at any time when the Committee on Instruction runs amuck the Faculty may resume the exercise of the powers which it has never given up, but so long as things go smoothly the Faculty seems to be perfectly content to meet at infrequent intervals, to pass the resolutions presented by the Committee on Instruction, and to allow any forward-looking movements to take their origin through the medium of the committee, on the initiation of anyone who presents a new idea to the committee.

It has already been remarked that the reduction of the size of the Faculty and a choice of its members more closely related to collegiate problems, followed by the organization of the Committee on Instruction, were long steps in the direction of a more centralized organization of the administration of the College. For a number of years the Committee on Instruction was an old-fashioned faculty in miniature. It considered questions of student discipline and made recommendations regarding many individual cases. At the same time, special subcommittees were appointed for the consideration of certain details, and the entire range of topics which would naturally come before an old-time Faculty meeting were first threshed out in the Committee. The same confusion of function existed for a time in the Committee on Instruction that was previously observed in the case of the Faculty. The executive and legislative functions were both exercised by the Committee.

During the last few years the Committee on Instruction has carried the separation of the two functions of administration just mentioned one step further. Nowadays practically no special cases are considered for action in the Committee on Instruction. The committee meets each week for the discussion of principles and policies having to do with the welfare of the College. To be sure, the topics presented may have their origin in special cases which have come to the attention

of the Dean or some member of the Faculty, but the committee discussion is on the principle rather than on the special case. After action of the committee has been taken, and if necessary ratified by the Faculty, the Dean acts as the executive for making the legislation effective in individual cases. Columbia College seems to have reached the end of the road so far as the centralization of its administration is concerned. Neither Faculty nor Committee exercise executive functions. These are all delegated to properly authorized individuals, either the Director of Admissions or the Dean, or some other college official.

One further illustration of the way in which the work of the College has become centralized is indicated by the way in which discipline is administered. In many colleges the entire Faculty votes on penalties for discipline. In a large number of institutions the responsibility for discipline resides in the hands of a committee. In only a few is it placed entirely in the hands of one individual. Columbia College falls in the latter class. It is the present policy of the College not to confuse disciplinary and academic duties. The teachers are encouraged not to act as disciplinary officers in any way. If there is ground for criticising the behavior of a student, either in regard to his integrity or anything else, the instructor is supposed to report the facts to the Dean's office, with such documents as may bear upon the case. When this has been done the instructor's responsibility is at an end. The Dean then takes up the question and decides it. In this way the attitude of the College toward any one type of offense, such as cheating, is uniform and definite. The danger of having discipline administered by one instructor in one way and by his colleagues in quite a different way is avoided. This is a matter of importance in more ways than one. It serves to relieve the teacher of a disciplinary responsibility which very few find an agreeable duty, and at the same time enables the student body to realize just about what will happen in cases of discipline.

The tendency toward the centralization of administrative responsibility that has been indicated above is also clearly

seen in other aspects of the work of the College. In December, 1908, the Committee on Admissions which consisted entirely of teaching members of the Faculty was replaced by a University Committee on Admissions. Substantially the same course of events has taken place in the development of the Committee on Admissions that has been outlined in the case of the Committee on Instruction. The Committee meets, if at all, merely to consider questions of policy. All of the executive work is done by individuals on whom the responsibility for the execution of the Faculty or Committee resolutions is squarely placed.

The foregoing paragraphs are not intended to pass judgment upon the desirability of the form of administration that has grown up in Columbia College. Undoubtedly the plan has its weaknesses as well as its strength. It is interesting, however, to realize that during these years the College has been steadily moving in a definite direction rather than drifting aimlessly about in its administrative policies.

One of the most significant events of the year under review was the opening of John Jay Hall as an addition to our dormitory facilities, as a dining hall and grill for the use of men, and as a home for student activities of every variety. This building affects the life of the College so intimately that one could almost make a complete survey of the College by taking as points of departure the various questions that are settled or suggested by the administration and use of this hall.

The benefits that would result from making Columbia College a residence college have often been pointed out. The whole question comes down to a decision as to what kind of a college we are aiming to become, and what we regard as our first obligations. During the past ten years the aim of the College, so far as that aim has been influenced by its administrative officers, has been to collaborate as closely and effectively as possible with its natural University and city connections. Under these conditions, which are prescribed and inevitable, Columbia College has made every effort to do its work as well as lies in its power, neither tied rigidly to the past nor floating about aimlessly under the assumption that

anything new is good enough to try, and that anything old ought to be discarded. It is believed that if Columbia College becomes and remains distinguished as a college which sees its place in the scheme of American higher education, and quietly but effectively fills that place, it is bound to be influenced by its University connection and urban situation.

The question of requiring all students of the College to take their meals in a college dining hall touches a very sensitive spot in the whole theory as to what kind of a college Columbia should aim to be. Columbia University in the City of New York is no idle phrase. If Columbia College is to live up to the implications of that legend, it must first, last, and all the time, do its academic work with distinction, and provide the natural and wholesome social life that will be attractive to any citizen of New York, rich or poor, of old and established family or of foreign parentage, who wishes the kind of opportunity that the College is adapted to offer. This assumes that each individual is interested in getting an education, and not exclusively or even predominantly in the social or extra-curriculum interests. Columbia College is not tending to take a place among the finishing schools for youth. There is no occasion to argue with those boys or parents who as residents of New York City feel that a college out of town will tend to develop independence to a greater extent than one as close to the home circle as Columbia would be. I am, however, by no means certain that independence is a characteristic that requires stimulation for the average youth of today. It is to be expected that many families in sufficiently easy circumstances will continue to support out of town colleges. This leaves as a natural local clientele for the New York City institutions those boys who on account of financial conditions cannot attend college away from home, and in addition those who find the local institution best suited to their needs. regardless of their budget. If the College is alive to its opportunities the latter class will comprise an increasing number of able students. At the same time, figures gathered during the past three or four years in connection with the elementary course in economics make it clear that it costs the boy who

lives at home four hundred and fifty dollars per year less on the average than it costs the student in residence at the College. It is probable that for most of these students college would be impossible if this additional charge had to be met. Hence if the College is to fulfill its obligation to the community I can see no way out of allowing boys to live at home in case of necessity. If this principle is established, compulsory attendance at the dining hall is also inadvisable, at any rate for those who would more conveniently take their dinners at home.

When the dining hall in John Jav was opened in February the Committee in charge had previously made a survey of the entire student body resident on South Field, in order that they might carry as far as seemed practicable the idea of taking meals in residence. As a result every student of the College was required to take at least five dinners per week in the dining room unless otherwise authorized. Those closest to the problem do not feel that any good purpose was served by this requirement. In the long run the dining hall will have all of the patronage that it deserves. If the food is good and well served there are plenty of students, alone and in groups, who will wish to take meals there. If the food is not satisfactory the College ought not to force anyone to take it against his will. In this difficult problem, as in so many others, the only solution is not in compulsion but in making the offering so attractive that it is only necessary to inform the applicants where the line forms. It may be mentioned in passing that this principle has been followed in the administration of the College as a whole, with the result that the number of qualified applicants for admission during the past ten years has risen from five or six hundred to two thousand per year. It is believed that in the long run this plan will afford not only a more satisfied, but a more loval body than a policy of forcible feeding or rigid regulation of other details of the academic life.

Another question that the opening of John Jay Hall has brought into the foreground has to do with the more effective regulation of the goings out, comings in and general behavior of the residents of our halls. Theoretically it ought to be

possible to turn over the halls to committees elected by those occupying them for the formulation and administration of such regulations as will make for the most comfortable and satisfactory life in them. The halls are not built for profit to the University, but as homes for our students. The University wishes the students to regard them as their homes in which they will take pride, and for the best management of which they are glad to take some responsibility. Although conspicuous outbreaks of disorder have not recently taken place, there are always a few high-spirited youths who have not yet grown up and who show all too feeble a sense of the rights of other men in the halls for quiet and the pursuit of happiness, not to mention life and liberty. The residents of the halls, through properly organized committees, ought to be willing to take care of this situation. As a matter of fact they are not, and after some years of experimentation I am convinced that they cannot be counted on to take this responsibility without considerable help. House Committees that last for only one year without any continuity of membership do not appear to be adequate for this task. It is, therefore, proposed that for the coming year the committees be reorganized, with at least one older (but not too old) member who may furnish the gentle but effective leadership so greatly needed.

The comfortable quarters afforded in John Jay Hall for the student activities are already having an effect in a closer comradeship as well as in a more workmanlike result of their labors. In particular, the beautiful and adequate rehearsal rooms for the musical organizations, together with the splendid leadership that they enjoy, has already elevated the place that music occupies among our students. And the end is not yet.

The four private dining rooms are increasingly used for groups of students and for mixed faculty and student gatherings for dinners and conferences in great variety. The grill is not only used daily for occasional lunches by hundreds of men, but serves as a meeting place where the Honors students and their instructors meet and carry far into the night the

discussions of literature and philosophy which they have begun in their formal meeting earlier in the evening.

The proper administration of our dormitories to the end that they contribute a maximum to the satisfaction and effectiveness with which our students do their work is closely related to the whole problem of attention to the individual which is absorbing so large an amount of attention in all our colleges. In Columbia College no department of personnel has been organized, nor has any director of personnel, or dean of students been appointed. A vast deal of effective work is being done through a wide variety of channels which might be treated under this head, but as a general rule these activities have been delegated to the members of the teaching staff. It goes without saying that anything which renders the collegiate education more effective should be given its proper weight. There is danger, however, that a personnel staff detached from the teaching departments might tend to work into the middle of the stage, and to create an impression of doubt as to whether the main business of the college is to afford instruction or to give tests, send out questionnaires, and interview students. Since Columbia College wishes to emphasize and to develop its educational function it is interested in the personal history and ambitions of its students only in the relation of these factors to the education that they are engaged in acquiring. This does not mean that we are not interested in their temperaments and their characters and all of their personal affairs. We are interested in all of these things, at least so far as they have to do with the young man's education and preparation for his life work. But in an educational institution knowledge of the individual is best approached from the direction of the bearing that it all has upon education, and that education has on the traits of the individual. Consequently, so far as possible, advisory functions have been assigned to members of the Faculty who know at first hand the relation between College work and all of the personal questions that each student faces. This policy reduces to a minimum the kind of activity which is not immediately appropriate to the educational work of the College.

The time has come, however, for us to take an account of stock of all of the work for the individual that is being done outside the classroom, and to make up our minds what is worth doing, how it may be related to classroom work, or what we may wisely omit. What is most worth while should receive adequate support in the budget and in academic recognition of those who perform the service. And it should all be tied together, not in a department, but through the mutual understanding of those who are doing the work under the general leadership of someone who knows what it is all about.

Among the persons and offices that would naturally be considered in this connection the following may be mentioned. The Assistants to the Dean and the Dean bear the brunt of the advice to students, although many of the instructors, particularly those in the course in Contemporary Civilization, are very active in this work. The Committee on Schedules which was mentioned in my report for 1923 has continued to authorize the schedule of studies for many students since that time. The Committee on Student Activities, of which to be sure only the chairman is on the Faculty, has served a unique purpose in helping men who are interested in extra-curriculum affairs to use good judgment in planning and in performing their college duties. The Director of the Bureau of Appointments, is not only intimately concerned with the personal problems of the students, in order that he may help them to secure employment, but his knowledge and judgment are of the greatest value to the advisers, to the Committee on Scholarships, and to the Dean in helping men to solve their personal difficulties. The situation in the Residence Halls has already been mentioned. Closely related to this more or less social aspect of College life is the work of the Director of Earl Hall who has general direction of social affairs, particularly among the College men. The effective use of Earl Hall as a center of the religious and the social life in the University is a part of the same picture. The encouragement and support of such social affairs as the students in the various schools of the University desire, either in small or larger groups is certainly important. The possibility of securing a more helpful cooperation from the fraternities in the direction of plain living and high thinking, in the former of which the fraternities have recently had more practice than in the latter, should be mentioned in this connection. On the more academic side the relation of the office of the Associate Professor of Educational Research to the advisory work is a matter of great importance. This office possesses considerable special knowledge which would enable the advisers to do their work much more effectively if it were brought to bear at the right time and in the right place. This same office is also helpful in assisting the various departments to solve the knotty problems having to do with the technique of preparing examination papers and properly grading them, the accurate placement of students in courses of a grade suited to their achievement, and the expert testing of individuals whose scholastic difficulties require the services of a specialist. On the physical side, the office of the University Physician is of vital importance. Every passing year finds this office supplementing more and more perfectly the educational efforts of the teaching staff. In addition to those mentioned, the Treasurer of King's Crown, the administrators of our athletic affairs, and many others without particular designation all have their part in becoming acquainted with our students. Although the teaching staff also has a reasonably good opportunity to learn them as well as to teach them, it is certain that the results of knowing the youth from all of the angles suggested, if properly coordinated and made available to the teacher when it is needed, would enable many boys in Columbia College to obtain an education better suited to their talents and ambitions. Most of the offices referred to above have been organized during the past ten or fifteen years, or so completely reorganized as materially to modify their function. My only aim in mentioning them at this time is to emphasize the fact that in Columbia College there is a large amount of intelligent thought devoted to the care of the individual outside the class room, and to suggest that since most of the channels through which this work is accomplished have been established independently it is an opportune time to get as impartial an opinion as possible

regarding the scope of our responsibility in this direction, and to bring about a more effective coordination of our present agencies with each other and with the teaching staff. This interesting question will undoubtedly be the subject of discussion and possible action by the Faculty early next year.

Several matters which were mentioned in my last report as requiring action by the Faculty have received consideration during the past year. A careful study by the Assistant Registrar of the relation between absence from classes and College grades made it clear that generally speaking only the able and serious student was likely to get a high grade in a course in which he had exceeded the allowed number of absences. That is to say, if a student was ill, or for some other good reason was obliged to absent himself from his classes more than the allowed ten per cent, he rarely obtained a high grade unless his previous record indicated unusual capacity. The study seemed to indicate that for the general run of student, attendance at the classes was necessary for a good understanding of the subject. This interesting result was an encouraging commentary on the value of the contact with the instructors, and indicated that the courses in Columbia College do not consist of lectures which a student could read up in books. No one should disparage the value of private reading, or even of correspondence courses, but there is no use in conducting a college in which residence is required and but in which the work can be done just as well by reading at home. As a result of the study referred to, the Faculty voted not to reduce credit toward the degree for those few and accomplished students who exceed the allowed number of absences but who maintain a grade of B in the course which they overcut. This action is in line with the recent movement for great flexibility offered to the abler students in our colleges.

An interesting event of the year was the publication in the Spectator of a carefully prepared and very frank criticism of many of the courses and departments of the College by a committee of students selected by the Student Board. This report was based on a great deal of student opinion gathered by men of good judgment, from men sometimes of good

judgment, in all the ranges of scholarly accomplishment. There was no malice or petty faultfinding, and only a minimum of poor taste in this report. The teaching staff were almost without exception very appreciative of the efforts of the committee.

I cannot let this opportunity pass without calling attention to the generous aid of the members of the Columbia University Club in providing fourteen scholarships of four hundred dollars each for students of Columbia College. Coming at a time when our scholarship funds were depleted, in order to provide more adequate loan funds, they have enabled fourteen men of the highest type to attend Columbia who would otherwise have been unable to matriculate with us.

Although the topics mentioned in this report up to the present have had to do either with administrative affairs or what has come to be called personnel work, it should not be assumed that a corresponding proportion of the time and energy of Columbia College is devoted to such matters. These interests are merely a part of the housekeeping, depending on and growing out of the kind of curriculum that is offered, and the kind of educational work that is done.

There is no doubt in my mind that the American college has failed more signally in relating the student's education to the kind of life that he is going to live than in any other direction. Among other things the vocation which a man follows certainly colors the kind of life that he lives, but there is no need of vocationalizing collegiate work in order to motivate it. The result of not finding any motive sufficiently dominating to float a boy past all kinds of secondary interests is for the most part responsible for the reputation that our colleges have for ineffective work. It is inevitable that a boy will lie down on his job if he can see no connection between what he is asked to do and what he hopes to do or to think in later life. It is not remarkable that the ambition of such a youth often rises no higher than a desire not to be thrown out of college.

It is easy enough to state this situation. It is not so easy to relieve it. The direction along which this question is being approached in Columbia College is very simple. We are assuming that if the boy can enter College he has a good mind. With our present method of admission this is almost uniformly true. Assuming a good mind, it is necessary to find out what its characteristics are and what its major interests and its ambitions may be. This is the first challenge that the student presents to the college.

Many boys enter college with a definite plan and ambition which it is only necessary for the college to keep alive and to further. This is in part accomplished through the medium of the various courses which are suggested for those who look forward to entering one of the professions. The student who has not found himself and who has no idea what he is fitted to do or what he wishes to do presents the more difficult problem. When a boy has reached college I am convinced that the line of greatest interest is the line of greatest accomplishment. If this is true, it is the business of the college to help each student to discover his line of greatest interest. In attacking this difficult task Columbia College makes effective use of various survey courses, which form a considerable part of the curriculum of the first two years. It goes without saying that in order to discover an intellectual interest it is not only necessary to see to it that the courses of study are so well given as to catch the imagination of any boy who would naturally become interested in them, but in addition there must be a vast number of conferences with individual students, in order that any flickering flame may be encouraged to blaze vigorously. This exploratory work is by no means vocational, nor in any undesirable sense superficial or narrow. The function of the survey course in discovering interest is that of a drag net which does not definitely go after any one big fish, or even any particular kind of fish, but which gathers in everything that it can, in the hope that something of value will be found.

During recent years a great deal of attention has been devoted to the organization of the work of the first two years of the College course. A further task remains to be done. So to organize the work of the last two collegiate years that they will satisfy the appetite that we may have stimulated

during the first two, is the problem for the immediate future. At present we do not know just how well we are accomplishing this. A good deal has been accomplished for the men who are looking forward to entering one of the professional schools. More can be done. The Honors work is also serving an increasingly important function during the Junior and the Senior years. But the immediate problem for the next few months is first to determine from our records just what we have been accomplishing in the direction of concentrated scholarly work during the last two years, and then to make such changes in the curriculum and advisory work in those years as seem desirable. Fortunately certain other colleges have done a good deal toward meeting this situation, usually, however, without an adequate approach from the lower collegiate years.

The relation of the College to the professional schools of the University has become increasingly close during the past few years. To such an extent is this true that any considerable modification of the course of study in a professional school is of immediate importance to the College. Apparently many of these schools are on the verge of important developments. Up to the present we have had schools for the professional training of would-be physicians, or lawyers or engineers, but scarcely schools of medicine or of law or of engineering. Since the professional schools have only recently replaced a system of preparation for professional practice which involved reading in the office of a practitioner, or merely growing up in the employ of a successful professional man, it is natural that they should place greater emphasis on training of young men to earn their living in practice than on the scholarly work that enables both the students and teachers to realize the broader bases and implications of their professional labors. Schools where young men may learn how to practice law and medicine there must be; but unless all signs fail, our professional schools must be equipped to do more than this for some, at least, of their students. Whether this enlargement of the scope of professional schools so as to include the type of approach long familiar to the scholar in literature and the sciences, is worked out by the establishment of research work

organized in connection with each school, or whether all of the work of this kind shall be organized under the administration of the Graduate School, or whether an attempt will be made to elevate the entire level of professional work in some or all of the professional schools, is not yet clear. In any case, however, enlargement of the objective in these schools will undoubtedly modify the kind of preparation required from the College. To be privileged to cooperate in such an enterprise is one of the great advantages and opportunities open to a college in a university, and Columbia College can be counted on to do its share in assisting to lay the foundation for any movement looking toward a more thorough and adequate education for professional men.

In preparing a report outlining the trend of ideas that have been operative during the past year, and indicating the immediate work ahead, it is easy to give an impression of complacency with the accomplishments of the past. I have not dwelt upon the difficulties that beset any institution that depends on the cooperation of hundreds of individuals for its most effective development. Such matters are the inevitable hurdles that a runner in this race must learn to overleap. That everyone connected with the College has his mind fixed on the goal, without being unduly diverted by the hurdles, is an eloquent commentary on the vitality and robust healthfulness of the institution.

Respectfully submitted,

HERBERT E. HAWKES,

Dean

June 30, 1927

SCHOOL OF MEDICINE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1927

To the President of the University

SIR:

I have the honor to submit the following report of the work at the College of Physicians and Surgeons for the year ending June 30, 1927:

ENROLLMENT

Four hundred and seven students registered for the courses leading to the M.D. degree. There were 111 First Year students, ninety-two Second Year, 100 Third and ninety-six Fourth Year, with eight special students. In addition there were three candidates for the M.S. degree in Public Health. There were forty-four registrants in the various departments of the School of Medicine under the Faculties of Pure Science, of whom thirty-six were working for the Master's degree, five for that of Doctor of Philosophy, while three others were special students. In the courses for graduates in Medicine there were 244 students.

CHANGES IN STAFF

NEW APPOINTMENTS

S. R. Detwiler

Francisco J. Hernandez

Clarence Floyd Haviland Pedro N. Ortiz

Philip E. Smith George Hughes Kirby Professor of Anatomy and Head of Department

Professor of Clinical Bacteriology (School of Tropical Medicine)

Clinical Professor of Psychiatry

Professor of Hygiene and Transmissible Diseases (School of Tropical Medicine)

Professor of Anatomy Professor of Psychiatry Jose S. Belaval

W. R. Galbreath

Pedro Gutierrez Igaravidez

Isaac Gonzalez Martinez

Arturo Torregrosa

William A. Hoffman

Frederick Hollis Howard Antonio Fernos Isern

Martha Koehne Durward R. Jones Martin O. de la Rosa

Ramon M. Suarez

Joseph Schroff Charles Weiss

William E. Caldwell

William W. Herrick Charles Hendee Smith Oliver S. Strong

Mortimer W. Raynor George Hope Ryder Warren Hildreth Joseph F. McCarthy Arthur E. Neergaard Henry Alsop Riley

Israel S. Wechsler Mather Cleveland James A. Corscaden Leon H. Cornwall Royal C. Van Etten Clinical Professor of Tropical Medicine (School of Tropical Medicine)

Clinical Professor of Tropical Medicine (School of Tropical Medicine)

Clinical Professor of Tropical Medicine (School of Tropical Medicine)

Clinical Professor of Tropical Medicine (School of Tropical Medicine)

Clinical Professor of Tropical Medicine (School of Tropical Medicine)

Assistant Professor of Parasitology (School of Tropical Medicine)

Assistant Professor of Physiology

Assistant Professor of Hygiene and Communicable Diseases (School of Tropical Medicine)

Assistant Professor of Medicine

Assistant Professor of Epidemiology Assistant Professor of Communicable Diseases (School of Tropical Medicine)

Assistant Clinical Professor of Tropical Medicine (School of Tropical Medicine)

Assistant Professor of Pharmacology Assistant Professor of Bacteriology

PROMOTIONS

Professor of Clinical Obstetrics and Gynecology

Professor of Clinical Medicine

Professor of Clinical Diseases of Children Professor of Neurology and Neuro-

Histology

Clinical Professor of Psychiatry

Clinical Professor of Obstetrics

Associate Clinical Professor of Obstetrics

Associate Professor of Urology

Associate Professor of Clinical Medicine Associate Professor of Neurology and

Neuro-Anatomy

Associate Professor of Clinical Neurology

Assistant Professor of Anatomy

Assistant Professor of Clinical Gynecology

Assistant Professor of Neurology

Assistant Professor of Clinical Obstetrics and Gynecology

Harbeck Halsted Assistant Professor of Clinical Obstetrics and Gynecology

Byron P. Stookey Assistant Professor of Neurology and Neuro-Surgery

RESIGNATIONS

Alton S. Pope Assistant Professor of Epidemiology
George M. Mackenzie Associate Professor of Medicine
Earl B. McKinley Associate Professor of Bacteriology
Mary Nevin Assistant Professor of Bacteriology

We must record the death of four men who have contributed very largely to the success of the College of Physicians and Surgeons during their lifetime. Each was an outstanding figure in his own field and was respected and admired both at home and abroad.

Dr. George S. Huntington. During the long period of his professional work, extending uninterruptedly over thirtyfive years, Professor Huntington developed the teaching of Anatomy at the College of Physicians and Surgeons from the very rudiments up to its present high degree of efficiency: from a series of casual lectures and unrelated dissections into a carefully integrated and scholarly course in histological and gross morphology with special reference to ontogenetic and phylogenetic relationships in the adult human forms. The morphological museum is the outgrowth of his personal enthusiasm and far-sighted vision. The great mass of teaching material it contains is largely the work of his own hands, a lasting memorial of his great material service to the School of Medicine. But beyond and above this have been his spiritual services; the high enthusiasm with which he imbued his students; the splendid loyalty he bred in his assistants; the generous emulation he inspired among his colleagues. He brought to his teaching both the highest degree of scientific knowledge and the humanity of a wide and liberal culture in literature and in the art of living. The confines of the laboratory and the constant devotion to scientific attainment. never narrowed his sympathies nor limited his view. His personality mellowed and broadened through the years of strenuous endeavor often made more rigorous by physical

ills. His kindly solicitude and generous interest made him dear alike to students and instructors. More than all else in him were embodied that spirit of service to science and to humanity which is at once the goal and the reward of all our labors.

Dr. Walter B. James. Dr. Walter Belknap James, after graduating from Yale in 1879, entered the College of Physicians and Surgeons and graduated in 1883. He was Bard Professor of Medicine from 1901 to 1909 and Professor of Clinical Medicine from 1909 to 1918. He received an honorary M.A. degree at Yale in 1906 and an LL.D. at Columbia in 1904 and at Harvard in 1922.

In his hospital and teaching work he was a keen and careful diagnostician, ever ready to welcome new ideas and new methods. He always thought of the individual behind the disease, showed an active interest in the personal affairs of his patients and remembered the kindly word at the close of his examination and discussion of the case. He stimulated warm interest in the house staff and the students and was ever mindful of their interests and activities.

Edward L. Trudeau was one of his most intimate friends, and during their earlier years the development of the work at the Saranac Lake Sanatorium and its laboratory was nearer Walter James's heart than almost any other project. His camp in the Adirondacks was near Trudeau's summer home at Paul Smith's and a good deal of his time was spent with Trudeau. They shared with the two Penfolds a small fishing and hunting preserve at Little Rapids. Around the log fire here many problems of the fight against tuberculosis and medicine, and life in general, were discussed.

In 1909 Dr. James resigned his active teaching work at Columbia and limited his practice to occasional consultation work. This began perhaps the busiest part of his career. He was a very influential member of the State Hospital Commission for the Insane and was largely responsible for their productive period, which culminated in the recent \$50,000 bond issue. He was an efficient member of the Commission for the Study of the Feeble-Minded. As Trustee of the

Museum of Natural History he took an eager interest in its affairs. He was President of the Mental Hygiene Association. The chief interests of his later years, however, were the Academy of Medicine and Columbia University. It was during his presidency that the Academy broadened its vision and its policies.

He was elected an Alumni Trustee of the University in 1918, and at the completion of his term was made a permanent Trustee. He was one of the original members of the Joint Administrative Board.

He took great pride in the development of the Jekyl Island Club off the Georgia Coast and had been president for several years at the time of his death. The Long Island Biological Association at Cold Spring Harbor was another hobby of his.

He was a man not only of catholic interests but of many talents. Adjoining his library was a workshop equipped for carpentry and machine work which occupied a good deal of his spare time. He was deeply interested in and enjoyed art and music, but perhaps his greatest interest was in people, and especially young people. His merry sense of humor and active imagination kept him young in his attitude of mind and his understanding of the problems of the young.

Courteous, kindly, broad-minded, charitable, patient, optimistic, loyal to his ideals and to his friends, he represented a beautiful type of the real thoroughbred.

Dr. Charles H. Peck. Charles Howard Peck was born June 18, 1870, in the village of Newtown, among the Connecticut Hills. He came to the College of Physicians and Surgeons directly from the High School in his home town. His quiet, simple, modesty was very evident at that time and remained unchanged throughout his life, in spite of unusual professional success and nation-wide prominence.

At graduation in 1892 he won the first Harsen Prize. He was appointed assistant instructor in operative surgery at the College of Physicians and Surgeons in 1900. He was on the surgical staff of the French Hospital for almost thirty years. In 1903 he was appointed assistant surgeon at Roosevelt Hospital and junior surgeon in 1906. Upon the resig-

nation of Dr. J. A. Blake in 1909 he was chosen as senior surgeon, which position he continued to fill up to the time of his death.

During the War he went to France in charge of the Roose-velt Hospital Unit with the rank of Major, and Commanding Officer of the Hospital at Chaumont, the General Head-quarters of the A. E. F. Later he was made consultant in surgery and then brought back to the United States to serve as a member of the American Medical Board of the Committee of Defense. He was promoted to the grade of Colonel and was awarded the D. S. M. and made an honorary member of the Alpine Chausseurs of the French Army, for his services during the battle of the Chemin des Dames.

He took an active part in various surgical organizations and served as an officer of most of them, the College of Surgeons, American Surgical Association, Society of Clinical Surgery, Interurban, Southern Surgical Society, New York Surgical, Société Internationale de Chirugie, as well as the County Medical Society and Practitioners' Society.

He had been Vice President of the Academy of Medicine and President of the New York County Medical Society.

Personally he presented an unusual combination of modest, unassuming simplicity and firm determination. He never spoke ill of anyone and was always ready with kindly encouragement. Yet he never waivered from what he thought was right and true. He had rare surgical judgment and great skill, was always abreast of the times but ever conservative. After many years of hard, conscientious work he had just begun to take a little more time for himself and his family when his final illness made it necessary for him to give up active work.

Dr. Robert Fulton Weir. Dr. Robert Fulton Weir, of this city, died on April 6th at his residence, 16 East 96th Street, at the age of 89. His preliminary education was acquired in the public schools of this city and at the College of the City of New York, from which he received the degree of B.A. in 1854. Later he studied medicine at the College of Physicians and Surgeons, Columbia University, securing his

M.D. degree in 1859. He enlisted in the medical corps of the Army and served throughout the Civil War and, during a large part of this service, was in charge of one of the most important military hospitals.

From his large surgical experience during the war, and as a result of his exceptional ability, on his return to civil practice he soon acquired an enviable reputation as a civil surgeon.

He was one of the first surgeons appointed to the Roosevelt Hospital.

In 1876 he was appointed one of the attending surgeons to the New York Hospital, which position he held until 1900, when on the resignation of Dr. Charles McBurney he and his colleague, the late Dr. William T. Bull, were appointed visiting surgeons to the Roosevelt Hospital. This position he held until 1908 when, at the age of seventy, he retired from active practice.

While in the New York Hospital he gave constant surgical instruction to the students of the College of Physicians and Surgeons and was later made Professor of Surgery in that institution.

As a teacher of Surgery and as a writer on surgical topics Dr. Weir was widely known and appreciated both in his own country and in Europe. His experience was enriched by many trips abroad and periods of study in the clinics of England, Germany, France, Austria and Switzerland. He was one of the first American surgeons to receive from the Royal College of Surgeons of England the honorary title of F.R.C.S. During the later years of his professional activity he was honored by his colleagues by being elected President of the American Surgical Society and of the New York Academy of Medicine.

FULL-TIME

No changes have been made in the "Full-Time" organization of the clinical departments during the past year and the present plan seems to be working to the satisfaction of all concerned. As soon as clinical facilities, laboratory opportunities and sufficient budget are available a similar type of organization will be introduced into the other clinical

departments. In the interval opportunity is being provided for some of the younger men to prepare themselves for such work.

SCHOOL OF TROPICAL MEDICINE

The first year of the School of Tropical Medicine which the University of Porto Rico is maintaining under the auspices of Columbia University has been, under the direction of Doctor Robert A. Lambert, a very successful one.

Fourteen courses have been given to twenty-nine registered students. During the year fifteen public lectures on subjects of general medical interest, seven by resident lecturers and eight by visiting scientists, were given. The latter included Professors Jobling, Phelps and McKinley of Columbia; Dr. Juan Iturbe of Caracas; Professor Sellards of Harvard; Dr. Simon Flexner of the Rockefeller Institute and Dr. Martha Elliott of Vale.

Actual construction has commenced on the Hospital which the Government of Porto Rico is erecting in close proximity to the School building, and it is hoped that this will be finished during the coming year.

Director Lambert has been able to carry out the original idea of making this a graduate school one of whose main functions was that of research work in conditions peculiar to or prevalent in the Tropics. In spite of the time and energy required for organization during the first year a considerable amount of research work has been accomplished and several papers completed for publication. Professor Lambert has already assembled considerable data on the prevalence and pathology of certain tropical conditions. Professor Ashford and Professor Ortiz of the staff both gave lectures at the New York Academy of Medicine and at the College of Physicians and Surgeons during the year. Professor Cook is investigating the nutritional value of the various food stuffs used by the people of the Island, which is a problem of great importance inasmuch as malnutrition is very prevalent. Professor Hoffman has discovered the snail which acts as the intermediate host in transmitting the parasite of schistosomiasis. Colonel Ashford is continuing his work on sprue and is making additional studies on the different fungi found in the intestinal tract. Father Palacios, a Ph.D. student, has been doing some interesting work on leprosy.

The first certificate in Tropical Medicine was granted to a student from India.

The hearty cooperation of the Commissioner of Health, Dr. Pedro N. Ortiz, and the staff of the Presbyterian Hospital have added to the success of this new undertaking.

NEW BUILDINGS

Very satisfactory progress has been made on the new buildings during the past year. Many minor changes were found desirable as it became possible to visualize the space and relations more accurately than could be done from the plans alone. The architect and builder have been very patient in allowing most of these changes to be made, although it delayed progress to a considerable extent. It is expected that the buildings for the Presbyterian and Sloane Hospitals, the Private Pavilion, Vanderbilt Clinic, the School of Medicine and the Nurses' Residence will be completed during the coming academic year. The State Psychopathic Hospital and Research Institute will be completed soon afterward. Construction has begun on the Neurological Institute.

Plans for the School of Medicine at first included space for the School of Dentistry, but when it was found that the estimates were far greater than the budget allowed it was necessary to reduce the size of the building, and at present the teaching laboratories will only accommodate students of the Medical School and a small class of dental students. Plans are drawn and the building so constructed that the north wing may be enlarged to the north so as to include a full group of one hundred for each of the dental classes.

DORMITORIES

In all probability the School will be compelled to open without dormitories for students and personnel of the School. This will prove a very severe handicap and it is earnestly hoped that funds will be provided for the erection of the proper housing. Housing for internes and care of the personnel of the Hospital have been provided, in addition to the building for the undergraduate nurses. If it were possible for the student body and the teaching staff, especially the younger members, to live in close contact with the Center, it would be of tremendous advantage to all concerned. Funds for the erection of such buildings would not only contribute to the efficiency of the School and comfort of its members, but would provide from rentals a substantial additional income to the University. This is a splendid opportunity for some generous friend of the School.

CURRICULUM

Many of the changes suggested in the curriculum will have to await the occupancy of the new buildings. One plan, however, is to be tried out this coming year for the fourth year class. The work of this year has formerly been divided into four sections assigned to Medicine; Surgery; Obstetrics, Gynecology and Specialties; Pediatrics and Electives. The new plan divides the year into thirds, which are allocated geographically to Presbyterian Hospital, Bellevue and the Babies' Hospital and Sloane and Vanderbilt Clinic. If this plan works out satisfactorily it can be continued until all the different specialties are represented at the Medical Center by hospitals of their own.

COURSES FOR GRADUATES

The courses for graduates have continued without much change from the plan last year, with 244 students enrolled. The course at Mt. Sinai has been broadened to include courses which last longer than the eight weeks' period adopted at first.

LIBRARY

In addition to a number of smaller gifts, the School has been fortunate in receiving, through the generosity of Mrs. William K. Draper, the library of her husband, Dr. William K. Draper, P & S 1888, and that of his father, Dr. William H. Draper, P & S 1855, consisting of approximately 168 volumes, each one containing a special bookplate, and 545 periodicals. This is a delightful method of perpetuating the memory of such illustrious Alumni of the School.

An attempt is being made to raise from the Alumni funds sufficient to acquire the library of the late Professor George S. Huntington, which contains a very unique collection of early anatomical books of great value.

DEPARTMENTAL REPORTS

DEPARTMENT OF ANATOMY

In the Department of Anatomy Dr. Samuel R. Detwiler and Dr. Philip E. Smith have been appointed as Professors of Anatomy, with Dr. Detwiler as Head of the Department.

After two years at Ursinus College Dr. Detwiler transferred to Yale where he got his B.A. degree and later his Ph.D. under Professor Ross Harrison. He taught Anatomy in the Yale Medical School for a time and also at Pekin for two years. After another period with Professor Harrison he went to Harvard as Assistant Professor of Zoölogy under Dr. Jackson and later was promoted to Associate Professor and made a splendid impression there, and has given more and more courses which have been enthusiastically attended. He has published about 25 papers covering the main embryological work, especially on the nervous system and on the retina.

Dr. Smith came from South Dakota and moved to California where he took his B.A. degree at the University of California. After teaching there for two years he went to Cornell where he took his Ph.D. degree. After this he studied with Dr. Cannon of Harvard for a year. Later he returned to the University of California as Associate Professor of Anatomy and has worked with Professor Evans until last year when he transferred to Leland Stanford University. Most of his published work has been along experimental embryological lines dealing mainly with the hypothesis.

The coming year will be considered a preparatory one, deferring any radical reorganization until the move into the new buildings is made. The undergraduate teaching will continue as in recent years, with Professor Elwyn in charge of Histology and Embryology and Professor Mather Cleveland in charge of the dissecting room.

Professors Detwiler and Smith are studying abroad and will return in the early winter. This plan allows time for the selection of the other members of the staff and the more deliberate planning for courses in the new buildings.

The graduate evening course in Neuro-Anatomy given by Professors Tilney and Elwyn was attended by about forty-five students composed of physicians and candidates for the Ph.D. degree. The summer course in Histology was given as usual.

Professor Elwyn presented a paper on the "Structure and Development of the General Proprioceptive Organs" at the annual meeting of the Association for Research in Mental and Nervous Disease. The scope of the paper has since been increased to include a general survey of the present anatomical and embryological knowledge of these sense organs. It will be published under the auspices of the above-named association.

In collaboration with Dr. Tilney, work was begun on an intensive study of the histology and comparative anatomy of the Pineal gland. A considerable amount of material, embracing a number of mammalian forms, has already been prepared, and a number of slides photographed for illustrations in a forthcoming publication.

The lantern-slide collection illustrating historical medicine has been augmented and consists now of more than 500 slides available for teaching. It is the desire of the department to offer next year a short elective course on the history of medicine with special reference to the evolution of anatomy and surgery.

About one thousand histological preparations have been catalogued and properly arranged to form the nucleus of a special study collection, with particular emphasis on the illustration of developmental histology. New preparations will be added as soon as the material can be obtained by the Department.

Bibliography

Cleveland, M.: A New Type of Examination for Medical Students. *Journal American Medical Association*, Vol. 87, Aug. 21, 1926.

DEPARTMENT OF BACTERIOLOGY

Dr. Frederick P. Gay, the Head of the Department, has been in Europe since October, 1926 on Sabbatical leave of absence from the Department, and has been engaged as Visiting Professor to Belgium in giving a series of lectures on Immunity. The lectures occupied the summer of 1926 in preparation. They have been received with enthusiasm; the undertaking, which has been under the auspices of the Educational Foundation of the Committee for Relief in Belgium, represents a significant contribution to the understanding of a difficult branch of the science.

Teaching

The course of instruction in Bacteriology of the Medical and Dental curriculum has been given without fundamental change. Improvements

in organization in the preparation of material for class use have made it possible to cover the subject in a somewhat broader way than in previous years and to do so without crowding. The revision of the manual of laboratory exercises which was prepared in the summer of 1926 has proven of great assistance in accomplishing this result.

Twenty-three students from departments of the University outside the professional school have been enrolled in this department. Four of them are candidates for the degree of Ph.D., nine for the Master's degree in this department, and the remaining ten have their major work in other departments. A course of instruction has been arranged and given with the cooperation of other departments to the M.A. candidates whose major interest is in this department; it has included the subjects of Biochemistry and Parasitology and an advanced laboratory course in Bacteriology which has not been given previously in the present form.

Research

The problems under investigation by members of the staff have been varied; the work of the past year and of the present time is in the main a continuation of the interests of the past two or more years. Dr. Gay's studies have been continued by Mr. Linton and Miss Clark. The Wood Fund for Encephalitis has made possible results of value and of great promise under the direction of Dr. McKinley. Two Fellows in Medicine of the National Research Council have conducted original investigations in the Department during the year.

Staff Changes

Dr. M. L. Isaacs has been appointed to the staff of the Department of Public Health and has been engaged in research in the Department of Bacteriology on a problem of Public Health.

Dr. Earl B. McKinley has accepted an important post in the Public Health Work of the International Health Board of the Rockefeller Foundation and leaves shortly for his assignment in the Philippines.

Dr. Charles Weiss has been appointed Associate in the Department of Bacteriology, School of Tropical Medicine, Porto Rico.

Bibliography

Following is the list of publications from the Department during the past year:

Callow, Bessie R.: Bacteriophage Studies. (In press.)

Coulter, C. B.: Electric Heating and Control Mechanism for Bacteriological Incubators. *Archives of Pathology*, 1926, ii, 528.

The Precise Measurement of Hemolysin. General Physiology Journal, 1927, No. 4, 541.

- The Protein Associated with Hemolysin in Rabbit Serum and Plasma. General Physiology Journal, 1927, x, No. 4, 545.
- Fisher, R., and McKinley, E. B.: Resistance to Ultraviolet Rays of Varying Dilutions of a Bacteriophage. *Journal Infectious Diseases*, 1927, xi, No. 3, 399.
- Gay, F. P. and Linton, R. W. and Clark, A. R.: Transpleural Mobilization of Clasmatocytes with Coincident Streptococcus Protection. *Proceedings of the Society for Experimental Biology and Medicine*, 1926, xxiv, 23.
- Gay, F. P., and Clark, A. R.: A Comparison of Indifferent Substances and the Specific Antigen in the Production of Local Streptococcus Immunity. Proceedings of the Society for Experimental Biology and Medicine, 1926, xxiv, 20.
- Gay, F. P.: The Medical Sciences. Science, 1926, lxiv, 511.

Specialization in Medical Teaching and Research. (Address under auspices of Educational Foundation, University of Brussels, 1926.) A Reconsideration of the Function of Fluids and Cells of the Body in Relation to Immunity. N. Y. State Association Public Health Laboratory, March 30, 1926.

The Functions of the Tissues in Immunity. Association of American Physicians, May 5, 1926.

Les Facteurs Fondamentaux de l'Immunité dans les Maladies Infectieuses (to be published).

Hazen, Elizabeth L.: General and Local Immunity to Ricin (in press).
Isaacs, M. L.: Some Experiments in Red Cell Anaphylaxis (in press).
McKinley, E. B., and Holden, M.: The Nature of Bacteriophage. *Journal Infectious Diseases*, 1926, xxxix, No. 6, 541.

Studies on Experimental Encephalitis. Journal Infectious Diseases, 1926, xxxix, 441.

- McKinley, E. B.: Correlation of the Toxicity of Normal Guinea Pig Globulins with Increased Partition of Mid-piece and End-piece of Alexin. *Proceedings of the Society for Experimental Biology and Medicine*, 1927, xxiv, 363.
- McKinley, E. B., and Holden, M.: Dangers Attending Intraspinous Therapy with Mecurochrome (in press).

Filtration Experiments with Bacteriophage Employing a Physiological Filter. The Pia, Dura and Arachnoid (in press).

Immunological Studies in Experimental Encephalitis (in press).

- McKinley, E. B. and Coulter, C. B.: A Simple Respirometer for Microbial Respiration (in press).
- Sandow, Alex.: The Anti-bacterial Activity of Egg-White. Proceedings of the Society for Experimental Biology and Medicine, 1926, xxiv, 172.

DEPARTMENT OF BIOLOGICAL CHEMISTRY

The Department of Biological Chemistry has given instruction to the students of Medicine (108, full year), the students of Dentistry (thirty-five, half year), and graduate students under the Faculty of Pure Science (thirty-seven, full year). Seven students were major candidates for the Ph.D. degree, and nine for the M.A. degree. In addition, the Department has given aid and facilities to six special workers. Officers of the Department also gave courses of lectures in other parts of the University, to students in Practical Arts, Pharmacy, and Oral Hygiene, and in the Institute for Children's Welfare Research.

Professor Gies has completed his survey of dental education under the auspices of the Carnegie Foundation. The report has been published as Bulletin No. 19 by the Carnegie Foundation—a volume of 700 pages. The completion of this work, and its value to dentistry, health service and education, were marked by the New York Academy of Dentistry in association with leading dental faculties and organizations, by a testimonial dinner to Dr. Gies on April nineteenth.

Professor Gies has been appointed a member of the Committee on Community Dental Service of the New York Tuberculosis and Health Association, Chairman of the Dental Advisory Board of the Department of Health, and Chairman of the Research Council of the New York Academy of Dentistry.

Research has been actively carried on by the members of the staff, and by graduate students and special workers. Work has been continued on the reaction of the intestinal contents, with special reference to inorganic metabolism and rickets, by Drs. Miller and Grayzel. Various phases of phosphate metabolism have been studied by Mr. Epstein and Dr. Miller. and experiments in this line have done in cooperation with the Department of Pathology. Dr. Miller has also studied the inorganic constituents of the blood in pathologic conditions. Dr. Miller, with Dr. R. Kurzrok, has studied the biochemistry of semen and its relation to the mucin of the cervix uteri. Dr. Karshan has conducted investigations on the chemistry of calcification of the teeth and bones. Drs. Karshan, Krasnow, and Harrow have studied the development of vitamin in germinating corn. Dr. Krasnow has continued her studies of bacterial metabolism and also of chemical changes in the blood in skin diseases and syphilis. Dr. Inouve has continued his studies of mucin. He has also conducted investigations in the comparative biochemistry of lower animals; and has cooperated with Dr. Flinn in studies of metallic poisons. Dr. Freeman has been engaged in the study of child development and the service of biochemistry in pediatrics. Drs. Freeman and Miller have studied indican excretion in children. Dr. Berman has continued his researches in the chemistry of the internal secretions.

Bibliography

- Freeman, R. G., Jr. (with W. H. Park). The prophylactic use of measles convalescent serum. *Journal of the American Medical Association*, lxxxvii 1926, 556.
- Freeman, R. G., Jr. (with R. G. Freeman). Measles in private practice modified by the use of immune serum. *Archives of Pediatrics*, 1926, xliii, 563.
- Gies, William J.: Direct evidence of the presence of albuminous matter in (dental) enamel. Journal of Dental Research, 1926, vi, 143.

A prolonged study of the electrolytic treatment of dental focal infection: a preliminary report (with M. L. Rhein and Frances Krasnow). *Dental Cosmos*, 1926, lxviii, 971.

Foreword in the volume on *Sulfur Metabolism*, by Kahn and Goodridge. Some of the conclusions of the Carnegie Foundation's study of dental education; subject of addresses before the Pacific Coast Dental Congress (Portland, Oregon, June); annual meeting of the National Association of Dental Examiners (Philadelphia, August); New England Dental Society (Boston, October); Rhode Island Dental Society (January); New York Academy of Dentistry (February); Duke University (February). *Pacific Dental Gazette*, 1926, xxxiv, 698.

A synopsis of the "two-three-graduate plan" for the improvement of dental education. *Ibid.*, 702.

Report of the Committee on Dental Education. Proceedings of the Association of American Universities, 1926.

Dental Education in the United States and Canada. Bulletin Number Nineteen of the Carnegie Foundation for the Advancement of Teaching, 1926, 690.

Discussion concerning the organic matter in dental enamel (with C. F. Bödecker and J. Leon Williams). Dental Cosmos, 1927, lxix, 123.

Editor of the Journal of Dental Research, Vol. VI.

- Goodridge, F. G. (with M. Kahn). Sulfur metabolism. Philadelphia, Lea and Febiger, 1926, 831 pages.
- Grayzel, D. M., and Miller, E. G., Jr. The hydrogen ion concentration of the intestinal contents of the dog, with special reference to the inorganic metabolism. *Proceedings of the Society for Experimental Biology and Medicine*, 1927, xxiv, (in press).
- Harrow, B. (with C. P. Sherwin): Synthesis of amino acids in the animal body. IV. Synthesis of histidine. *Journal of Biological Chemistry*, 1926, lxx, 683.
- Harrow, B. (with J. E. Whitsit, Q. C. Drake, C. E. Duell and A. Klock): Report of the committee on Chemistry. School, Science and Mathematics, 1927, xxvii, 183.

- Harrow, B. (with F. W. Power and C. P. Sherwin). Acetylation. Proceedings of the Society for Experimental Biology and Medicine, 1927, xxiv, 422.
- Harrow, B: Romance of the Atom. Boni & Liveright, 1927, 162 pages.

 Eminent Chemists of Our Times. 2d Edition. D. Van Nostrand Co.
 1927, 471 pages.

Science Editor, Literary Review, New York Evening Post.

- Krasnow, F. (with H. Rivkin and M. L. Rosenberg): A method of studying the availability of synthetic media for streptococci. *Journal of Bacteriology*, 1926, vi, 385.
- Krasnow, F. (with I. Rosen): The calcium content of serum in syphilis. The American Journal of Syphilis, 1926, x, 1.
 - A note on the calcium content of the serum in normal adults. *Journal* of Laboratory and Clinical Medicine, 1926, xii, 157.
- Miller, E. G., Jr. (with R. Kurzrok). Biochemical studies of human semen and its relation to cervical mucus. *Proceedings of the Society for Experimental Biology and Medicine*, 1927, xxiv (in press).

DEPARTMENT OF DERMATOLOGY

Undergraduate instruction in Dermatology is given to the Third Year Class in a series of weekly clinics and to Fourth Year students in small groups at eleven consecutive demonstrations. Members of the Fourth Year Class also attend elective courses in Syphilography and Physiotherapy. During the past year seventeen physicians have taken post-graduate work in the Department.

Three instructors, Dr. Hermann Feit, Dr. Paul Gross and Dr. Lawrence K. McCafferty have been newly appointed. Weekly staff conferences have been instituted which are held on Wednesdays at four o'clock. Cases of special interest are presented and current problems in dermatology discussed. These meetings have been interesting and instructive, both to members of the staff and to the graduate students. Their success has been due in large part to the enthusiasm of Dr. Gross who has conducted them this year. Similar conferences at which special problems in connection with the diagnosis and treatment of syphilis are considered are held on Thursday afternoons by Dr. Feit. It is hoped that members of other departments will attend these meetings and participate in the discussions.

Vanderbilt Clinic

The staff of the Department of Dermatology of the Vanderbilt Clinic now numbers eighteen physicians holding regular appointments and six volunteers.

Attendance at the Clinic has increased in a satisfactory manner. This is indicated by the following report of visits and special treatments for two years, ending May first.

| | 1925–26 | 1926-27 |
|--|---------|---------|
| Visits made by patients | 37,655 | 45,985 |
| New patients admitted | 4,037 | 4,132 |
| X-ray Treatments | 4,345 | 4,825 |
| Radium Treatments | 137 | 205 |
| New patients admitted to Syphilis Department | 1,521 | 1,719 |
| Intravenous Salvarsan Treatments | 6,873 | 11,277 |
| Intraspinous Salvarsan Treatments | 252 | 369 |
| Mercury and Bismuth Treatments | 7,602 | 10,201 |

Stress has been laid on thorough and persistent treatment, and it will be noted that while the number of new patients is somewhat larger than before the increase has been chiefly in re-visits.

The management of cases of syphilis has been reorganized by Professor Cannon. Each case admitted is assigned to an individual physician, who makes the first examination, outlines the treatment, and to whom the patient returns for re-examination at such intervals as are necessary. This gives to each patient the benefit of personal supervision by one doctor who has followed his case from the time of entering the Clinic. When problems arise as to treatment cases are presented at the weekly conference for discussion by the entire staff.

The record system for cases of syphilis has been revised to conform with the unit type to be used at the Medical Center. A special diagnosis index has been started so that data in regard to types of lesions, complications and effects of treatment may be more accurately tabulated and studied. This has necessitated the appointment of a full-time record clerk who has become a most valuable member of the department staff. The effect of these changes is reflected in the more regular attendance of the patients, evidenced by the facts that the number of intravenous salvarsan treatments has increased sixty-four percent and the number of intraspinous treatments forty-six percent over those of the preceding year. The success of the plan would have been impossible without the cooperation of Social Service workers, Mrs. Daugherty and Miss Mullen, who, in addition to their own special work, have rendered invaluable assistance in organizing the new record system and making it effective. It has been found, however, that the improved records have facilitated the handling of the patients' social problems.

The Department of Physiotherapy, under Professor Andrews, has also enlarged its work. Two additional technicians have been employed and treatment by ultraviolet light and by electrolysis is now given throughout the morning as well as during the afternoon clinic hours.

Through the courtesy of the Presbyterian Hospital the radium belonging to that institution has been made available for the Vanderbilt Clinic patients on one day a week. As a result it has been possible to extend the use of radium in the Clinic. The work done has emphasized the many ad-

vantages of such therapy, but has also brought home to us the urgent need of radium emanation for the most effective treatment of many patients who apply for relief.

Two new appointments have been made in the laboratory division, that of Dr. Gerald B. Machacek as pathologist and of Miss Rhoda Benham as mycologist.

Routine tests for protein sensitization in eczema and urticaria have been carried on by Dr. Kesten and Dr. Lazlo.

Research

Professor Andrews has prepared an extensive report on industrial cancer. Professor Cannon has made observations on 203 cases of congenital syphilis, the results of which will shortly be published. He has also collected evidence as to the effect of early treatment of syphilis in preventing later involvement of the central nervous system. Dr. Ernst C. Mueller has begun work on the permeability of the skin in syphilis and other diseases, employing a method which he devised in collaboration with Professor Petersen of the University of Illinois. Mrs. J. T. Parker is conducting experiments bearing on the relationship of the staphylococcus to eczema and allied dermatoses. Dr. B. M. Kesten has reported on the effect of Ephedrine in urticaria and angioneurotic edema and is now determining the change of hydrogen ion concentration in lesions experimentally produced in animals. Dr. Myers is continuing his investigation of arsenical dermatoses and hepatopathies.

Bibliography

Following is a list of papers published by the members of the Department during the year:

- Cannon, A. Benson: Some unusual dermatoses. Journal of the Southern Medical Association, 1927, xx, 141.
- Feit, Hermann: Light as an exciting agent in lupus erythematosus and other dermatoses. Journal of the Medical Society of New Jersey, 1927, ccxli, No. 4, 226.
- Hopkins, J. G.: Syphilitic inflammatory manifestations as related to vision impairment. Proceedings of the Twelfth Annual Conference of the National Committee for the Prevention of Blindness, 1926, 3.
- Hopkins, J. G., and Brunet, Walter M.): The Kahn precipitation test for syphilis. The Journal of the American Medical Association, 1927, lxxxviii, No. 5, 311.
- McCafferty, Lawrence K.: Hair dyes and their toxic effects. Archives of Dermatology and Syphilology, 1926, xiv, 136.
 - Schamberg's "Peculiar progressive pigmentary disease of the skin." Archives of Dermatology and Syphilology, 1926, xiv, 53.

- Hygiene of the scalp and bearded region. The Urologic and Cutaneous Review, 1927, xxxi, 169.
- McCafferty, Lawrence K. (with Dillingham, F. H.): Bone Syphilis. *The American Journal of Syphilis*, 1926, x, No. 3.
- McCafferty, Lawrence K. (with McCarthy, Lee): Primary benign and malignant melanoma of the skin; with a consideration of normal pigment function. *British Journal of Dermatology and Syphilis*, 1926, xxxviii, 101.
- Mueller, E. F., and Myers, C. N. (with Metz, G. P.): Arsenic lesions of the skin. Archives of Dermatology and Syphilology, 1927, xv, 186.
- Mueller, E. F., and Myers, C. N. (with Marples, E.): The influence of the vegetative nerves upon the distribution of arsenic after salvarsan injection. *Proceedings of the Society for Experimental Biology and Medicine*, xxiv, No. 7, 689.
- Mueller, E. F., and Myers, C. N. (with Petersen, W. F.): Nature of shock symptoms following drugs or vaccines. *Journal of the American Medical Association*, 1927, lxxxviii, No. 5, 1128.

DEPARTMENT OF DISEASES OF CHILDREN

Changes in the plan of teaching for 1926–7 have resulted in more clinical and less didactic instruction to the third-year student. This first year's experience has been satisfactory, as the subject appears to have been more completely and more efficiently covered than before when purely didactic lectures were employed. The third year student now receives clinical and theoretical instruction at the Wednesday afternoon lecture in the same subjects as in previous years. This is amplified at the Wednesday morning quiz and further illustrated at the Saturday afternoon clinic. His appreciation of the subject is better rounded out in this way than it has been in the past.

Teaching in the fourth year has been concentrated at the Babies' and Bellevue Hospitals. Instruction previously given at both St. Luke's and St. Mary's Hospitals was valuable and was much appreciated by the students. Travel, however, to these institutions involved interruption and loss of time no longer necessary with the additional facilities afforded by the Babies' Hospital for teaching purposes. Therefore, regular sectional teaching at St. Luke's and St. Mary's has been dropped and a course in elective work offered at St. Mary's instead. More attention has been given this year to ward and bedside instruction than previously.

The course in contagious disease at the Willard Parker Hospital has been repeated as before, unfortunately with a repetition of the difficulties previously experienced due to the lack of material during the first months of the school year. The section receiving this instruction in the first quarter suffered greatly from lack of material. A rearrangement which

will allow the Willard Parker work to be begun in December rather than October would save much waste effort.

Elective courses have come to occupy a more important place in the fourth year work. There are several types of such courses at the disposal of the student at Bellevue Hospital and at the Babies'. At the latter two courses are offered; one, dealing with the examination, measurement and general aspect of the normal child, lays stress on the evaluation of physical signs and developmental progress. This course occupies two hours twice a week for two months. The aim is to give the student a résumé of normal conditions as observed in the various bodily systems and a few opportunities of comparison with the abnormal. The course involves appreciation of normal mental state, nutrition, development as applied to head, trunk, organs and extremities, both structurally and functionally. The diameters of head and face are studied, as are also the types of skull and thorax, the normal condition, and functioning of the special senses. The second course occupies every morning of the week and deals with the evidences of disease in sick children. The student keeps a complete record of all cases seen throughout the duration of his course. This means the observation and study of twenty children from admission to discharge or autopsy in the case of death. Opportunity is given him to observe and understand the application of laboratory methods of diagnosis to children. A thesis is required of him on some subject which has offered particular interest. Of these papers the more suitable are presented by the student himself to the general departmental conference. A special effort is made to correlate the pathological, the embryological and the biochemical with the clinical study of the case at hand. The ordering of drugs and the therapeutic and general management of the case are given special attention. Weekly conferences are held at which the entire group has an opportunity to become familiar with the individual work of each student. Autopsy instruction is given by Doctor Wollstein and incidental children's surgery by Doctors Bolling and Donovan. The special students make rounds with one of the other divisions four days weekly.

Again, graduate instruction has been combined with under-graduate and with general hospital activity. Our graduate students have taken part in all of the hospital work at Babies' and at Bellevue, attending fourth year clinics and in some cases third year lectures and quizzes at the College. It has been very easy to arrange a schedule suited to their needs which shall occupy the entire day—morning and afternoon—in ward, clinic, out-patient and follow-up activities and lectures. This procedure has been found quite satisfactory and more economical for the teaching staff than a formally organized graduate course could be.

The Department has been developed as far as possible without the provision for a group of full-time workers. The laboratory at Bellevue under Doctor Lyttle has discharged its function completely and satisfactorily since its institution. It is handicapped from further development

by the lack of sufficiently trained, full-time personnel. The management of the service at Bellevue Hospital and at the Babies' as well would be greatly facilitated by the presence of full-time members of the attending staff Plans are under consideration for the development of men desirous of and suited to such full-time work in the near future. It is felt that the instruction given students is adequate and satisfactory, but the Department does not feel that the opportunities for advance offered to the teaching staff or the contribution of this teaching staff to the knowledge of the subject of diseases of children is up to the standard that should be required of the Department in the College of Physicians and Surgeons. We are, of necessity, to a certain extent marking time until the new buildings are completed. At Bellevue the new wards have been slowly coming to completion. No great changes could be made until they were ready for occupancy. At the Babies' Hospital the physical equipment has been greatly outgrown. It is impossible to increase space there much in the face of the imminent move to the new Center. It has been necessary to confine the efforts of the Department to the purely clinical aspects of the subject. The new location, new contacts and new laboratory and clinical facilities, if backed up by adequately remunerated, full-time men, should make it possible for this Department to take its deserved place among teaching institutions in this country.

A continued effort has been made to keep the general activities of the Department available for the practitioners of New York City and vicinity. The departmental conferences are of the nature of a clinic especially adapted to the requirement of general practitioners interested in diseases of children. The pay clinic established at the Babies' Hospital practically amounts to a consultation service offered the local practitioner where he may send his difficult cases for special investigation or more highly specialized advice than he feels himself capable of providing. For the past two years members of the Department have taken part in the series of lectures and demonstrations offered by the State Department of Health in its rural consultations. Illustrated lectures have been given by members of the Department in developmental studies, nutritional problems, diet and hygiene, evaluation of the evidence of health, deficiency diseases, tuberculosis, diseases of the lungs and circulatory system, skin tumors, congenital and early kidney tumors. The collection of lantern-slide material for educational purposes is going on at a more satisfactory rate under the direction of a full-time photographic technician who is preparing illustrations of microscopic material, charts and tabulations. This library of lantern slides is expected to be of great use in teaching and is at all times available to all members of the college teaching staff. It includes at present material illustrative of congenital disease, congenital and early acquired deformity, skin conditions peculiar to early life, history, X-rays, autopsy and microscopic findings in various lung infections, tabulations and records of therapeutic effects and progress of a variety of acute conditions as observed in the hospital.

A follow-up clinic established this year at the Babies' Hospital is proving of value both to the patients and to the medical office and is offering another teaching resource,

One of the most difficult problems has been the management of the congenitally syphilitic child. His interests are closely bound up with those of his mother and, therefore, for success, treatment must be given both at the same time. The evaluation of positive Wassermann tests in cases that have undergone long courses of treatment and whose blood reaction remains strongly positive, although apparently making satisfactory progress, is one of the necessities in this connection. An attempt is now being made to determine the significance of these blood findings in relation to the possible presence of spirochaetes, this being demonstrated by their propagation in the testis of the rabbit and by the use of glands as a culture material.

At the Sloane Hospital, the department took charge on July 1, 1926. The service has been divided among several physicians who have been on duty from two to four months, usually three men at a time. Each physician has thus had twenty to thirty babies under his observation, and has been able to give them intelligent care. There have been a number of interesting cases, some of which will be reported. A follow-up clinic for premature infants has been organized under Dr. Katharine Merritt, and Dr. Ashton is making observations on the late results in difficult and in precipitate labor, and in cases suspected of intracranial injury. The reorganization of the follow-up in conjunction with the social service department has taken much time, and has involved the trial of several different plans. A very good system is now being used in which most of the after care is done through other agencies, only the interesting and important cases returning to Sloane. This is merely a temporary plan, necessitated by the limited quarters available. A new chart has been introduced, and various modifications in the methods of dressing infants, making beds and so forth are being tried. Statistics are being compiled on the weight curves of infants correlated with the type of delivery, form of feeding and so forth.

Bibliography

Following is the list of publications for this Department during the year 1926-27:

Amick, A.: Status Lymphaticus in Infancy (in preparation).

Bakwin, Harry, and Bakwin, Ruth: Seasonal Variation in the Serum Calcium (in press).

Factors Controlling the Calcium Concentration of the Serum (in press).

Immediate Effect of Ultra-violet Radiation on the Serum Calcium Concentration (in press).

Constitutional Factors in Diseases of Children (in preparation).

Serum Calcium and Phosphorus Concentration in Congenital Lues (in preparation).

Caffey, John P. (with Stafford McLean and Ruth C. Sullivan): Endemic Meningococcus Meningitis—Quantitative Sugar and Chloride of the Cerebrospinal Fluid during Specific Serum Therapy (in press); —(with Martha Wollstein): Significance of the Positive Wassermann Tests in Long Treated Cases of Congenital Syphilis (in preparation).

Chaplin, Hugh: Signs of Health with Special Reference to Nutrition. Journal Home Economics, Sept., 1926. Archives of Pediatrics, 1927.

Signs of Health in Childhood, A Picture of the Optimal Child. American Child Hygiene Association.

Supervision of the Health of the Pre-school Child and its Relation to the Earning Capacity of the Wage Earner (in press).

Rupture of the Kidney, Case Report (in press).

Craig, Howard R.: Thrombosis in Young Children (in press).

Davidson, Leonard: Pneumococcus Meningitis (in preparation).

Fox, Harold: Lipodystrophia Progressiva. Archives of Pediatrics, 1927.

Goldstein, Joseph: The Potential Cardiac (in press). Archives of Pediatrics, 1927.

In addition the following subjects are being studied in the Laboratory, wards and Out-Patient Department. Material is being accumulated which should lead to future publication:

Clinical Pathological Study of over 250 Cases of Nephritis and Pyuria with follow-up work in Special Out-Patient Class.

Kidney Function in Congenital Lues.

Kidney Function in Intestinal Intoxication.

Febrile Albuminuria.

Anemia and Blood Dyscrasia.

Renal Tuberculosis in Children Associated with Pulmonary Tuberculosis.

(A large mass of material for future study is being collected in the Huddleston Memorial Cardiac Class, the Infant Feeding Class and in other special groups.)

Graves, Gaylord W.: Baby's Book of Rights, Hygeia. Jan., 1927.

—(with Dr. Perkins): Thymus Considered with Reference to the Advisability of its Routine X-ray in Pediatric Surgery. *Medical Clinics of North America*, Jan., 1927;

—(with Philip Stimson): Strychnine Poisoning, Case Report (in preparation.)

Shoe Dye Poisoning. 2 reports.

Consideration of Drug Stimulation in Pneumonia, with Case Reports.

Hill, Miner C.: Influence of Milk Free Diets on Constipation and Anorexia (in preparation.)

Study on Management of Premature Infants (in preparation, to continue over 2-3 years);

—(with Lucy Porter Sutton): Corrective Exercises in Constipation. Read before Academy of Medicine.

Johnson, F. Elmer: Pyopneumothorax Complicating Pneumonia in Infants (in press).

Birth Sepsis (in preparation).

Cause of Death of Infants under Three Years of Age (in preparation).

Lincoln, Edith: Etiology of Respiratory Infection in the City and Country School. American Journal Diseases of Children.

Health Program of City and Country School (in press).

—(with Ramsey Spillman): X-ray Studies of Normal Children (in preparation).

Lyttle, John D., and Rosenberg, Lester: Cerebrospinal Fluid in Nephritis.

Archives of Internal Medicine.

Blood Changes in Hodgkin's Disease, the Leukemias, Pseudo-Leukemia, Lymphosarcoma and Infectious Mononucleosis. Ready for publication.

MacLean, Aubrey B. (with Ruth C. Sullivan.): Glucose Tolerance of Normal Infants (in preparation).

Glucose Tolerance in Coeliac Disease (in preparation).

Sugar Metabolism in Tuberculosis Meningitis and Encephalitis (in preparation.)

Martinson, H.: Tumor of Pituitary in a Child Two Years of Age. Archives of Pediatrics, 1927.

May, William R.: Measles, Chapter in Nelson's Loose-Leaf Medicine.

McIntosh, Rustin: Acute Phosphorus Poisoning—Clinical Report (in preparation);

—(with Ruth C. Sullivan, B. A.): Acute Phosphorus Poisoning, Experimental Study in Rabbits (in preparation);

—(with Kenneth D. Nichol): Abscess of Larynx (in preparation). Heart Block in an Infant (in preparation).

McLean, Stafford (with John P. Caffey and Katherine Kreidel): Thrombocytopenic Purpura, Report of a Case in a Seven-Year-Old Child (in preparation);

—(with Katherine Kreidel, B. A.): Results after Splenectomy in Purpura Hemorrhagica, Report of a Case (in preparation);

—(with John P. Caffey and Ruth C. Sullivan): Endemic Meningococcus Meningitis—the Quantitative Sugar and Chloride of the Cerebrospinal Fluid during Specific Serum Therapy (in press);

- —(with John P. Caffey): Symptomatology of Meningococcus Meningitis in Infancy and Early Childhood (in preparation);
- —(with Rustin McIntosh): Healing of Bone Lesions in Scurvy (in preparation).

Merritt, Katherine: Rheumatic Nodules (in preparation);

—(with Edith Lincoln): Observation of Children Infected with Tuberculosis and of Other Chronic Pulmonary Conditions (in preparation).

Nichol, Kenneth D.: Sickle Cell Anemia in Young Children (in preparation).

-(with Katherine Kreidel).

Nicolson, Gertrude H. B.: Study of Abnormal Electrocardiographical Findings in 500 Pediatric Patients (in preparation). Archives of Pediatrics, 1927.

—(with Edith Lincoln): Survey of 500 Electrocardiograms in Normal Children of School Age (in preparation.) Archives of Pediatrics, 1927.

—(with Alfred G. Langmann): Congenital Heart Disease (in preparation.) Archives of Pediatrics, 1927.

Pattison, Jean: The Pre-School Clinic (in preparation.) Archives of Pediatrics, 1927.

—(with Mary Swartz Rose): Report on Experiments in Feeding Normal Children in a Day Nursery. Archives of Pediatrics, 1927 (in press).

Previtali, Guiseppe: Studies on Congenital Syphilis. Archives of Pediatrics, 1927 (in preparation).

Reuben, Mark S.: (All of the following will appear in the Vanderbilt Clinic number of Archives of Pediatrics, 1927.)

Subacute Bacterial Endocarditis in Children.

Primary Jugular Thrombosis.

Sepsis Following Mastoiditis.

- -(with Dr. Peshkin): Meningitis Due to Proteus Bacillus.
- —(with A. G. Smith): The Mechanism and Classification of Rheumatic Endocarditis.
- -(with Leoni Claman): Splenectomy in Acute Purpura Hemorrhagica.
- -(with Harold Fox): Hypertelorism.
- -(with Rosenblatt, M.D.): Pneumothorax Following Pertussis.
- —(with Alonzo deG. Smith): Further Study of Rheumatism in Children under Five Years of Age.

Rosenberg, Lester: Papilledema and the Diagnosis of Encephalitis.

American Journal of Diseases of Children.

Smith, Charles Hendee. Tuberculin Skin Reactions, A Study of 5,000 Tests (ready for publication).

—(with Alfred G. Langmann): Pneumonias of Childhood, A Study under Way from Clinical, X-ray and Pathological standpoints. A Preliminary report before A. P. S., May, 1927 (to continue over several years).

(The two above publications to appear in the Vanderbilt Clinic number of Archives of Pediatrics, 1927).

Stone, Grace L.: Bacteriological and Serological Study of Pyuria in Infants (in preparation).

St. Lawrence, William: Treatment of Chronic Constipation in Infants and Children (in press).

The Question of Exercise for Children with Heart Diseases.

Coeliac Disease (in preparation.)

Enlargement of the Heart in Children (in preparation).

Sullivan, Ruth C., M.S. (Chemistry Laboratory).

Chlorides in Cerebrospinal Fluid (in preparation).

Spinal Fluid Sugar in Pneumonia (in preparation).

Blood Sugar in Septicemia (in preparation).

Sugar in Spinal Fluid in Purulent Meningitis (in preparation).

-(with Edna V. Sheals): Protein in the Spinal Fluid (in preparation).

High Protein Diet in Nephrosis in Children (in preparation).

Urobilinogen in Urine in Infants (in preparation).

Sutton, Lucy Porter: Abnormal Growth in a Girl. Archives of Pediatrics, Feb., 1927.

Wilcox, Herbert B.: Infant Feeding, Volume in Appleton Series (in preparation.)

Problems of the First Year.

Wollstein, Martha: Pathology of the Thymns Gland in Infancy (in preparation).

Renal Neoplasms in Young Children. Archives Pathology and Laboratory Medicine, Jan., 1927.

-(with Katherine Kreidel): End Results in Cases of Splenectomy.

—(with Ruth C. Sullivan): Bio-Chemistry and Histopathology in Renal Disease (in preparation).

—(with Harold S. Belcher): Correlation of Roentgenogram & Pathological Findings in Diseases of the Lungs (in preparation).

—(with John P. Caffey): Significance of the Positive Wassermann Tests in Long Treated Cases of Congenital Syphilis (in preparation).

-(with Katherine Kreidel): Liver Treatment of Anemia in Inlancy (in preparation).

Bell, Samuel D.: Studies on Sensitization, continued collection of material in the Asthma Class.

DEPARTMENT OF LARYNGOLOGY AND OTOLOGY

The clinical staff at the Vanderbilt Clinic has been slightly increased during the year, where, during the twelve months from April 15, 1926, the Department has treated 8,182 cases, an increase of 674 over the previous year. There were 2,150 new cases, an increase of eight cases. These figures do not represent all the cases examined by the staff, as every day cases are brought from other departments for consultation and, as many of them require no treatment, no credit is given for this work. A record of 1,753 such consultations has been made.

The number of interesting cases has been large and the material satisfactory.

Teaching

The attendance at third year recitations averaged 94.6 percent of the class.

A pleasant feature of the year's work has been the interest taken by the fourth year students in the section courses in operative and bedside instructions at Bellevue Hospital.

Vanderbilt Clinic

There have been but six students in each section to whom eleven, twohour lessons were given. The continuation of the section teaching throughout the entire year means a considerable increase in the amount of individual instruction and attention the instructors could give to each student, which has made the section teaching much more satisfactory.

Bibliography

Following is the list of publications of the members of the Department during the year:

Atkins, Richard T.: Report of a Case of Acute Suppurative Labyrinthitis; Serous Meningitis; Operation—Recovery. Read before the section of Otology, New York Academy of Medicine, Dec. 10, 1926 (to be published in *Laryngoscope*).

Bowers, Wesley C.: Two Cases of Cavernous Sinus Thrombosis, associated with Acute Purulent Otitia Media; (2) Mastoiditis. Reported at the N. Y. Academy of Medicine Dec. 10, 1926 (to be published in *Laryngoscope* during 1927).

Kernan, John D.: Three Unusual Endoscopic Cases. Laryngoscope, Jan., 1927.

The Reaction of the Lung to the Aspirated Peanut. Laryngoscope, Nov., 1926.

Neivert, Harry: Morphologic Variation as a Factor in the Symptomology of Paranasal Sinus Disease. *Archives of Oto-Laryngology*, April, 1925, Vol. 1, 367–383. (Not mentioned in last year's Bibliography).

Saunders, Truman Lawrence: A Revision of the 7th Edition of Bacon's Manual of Otology.

DEPARTMENT OF NEUROLOGY

The events of the past year have opened a new era in the field of Neurology. The Neurological Department of the College of Physicians and Surgeons of Columbia University can at last definitely look forward to the consummation of those aims for which it has been striving during the past decade. The building of the New Neurological Institute at the Medical Center is now assured. The money has been raised for this structure, and the steel contracts have been let.

The new Institute will cost \$1,400,000. It will be a fourteen story structure and house two hundred patients in private rooms and wards. It will provide quarters for 70 private nurses and an entire floor, with all modern equipment, for the specialized treatment of nervous diseases.

Through the generosity of Mr. J. P. Morgan, one entire unit of the hospital will be devoted to the study and treatment of Lethargic Encephalitis, a disease which, it has been estimated, claimed more than 250,000 victims throughout the United States in the past five years.

Another floor has been endowed by Mr. William Bingham, Jr., in honor of Dr. Gehring, of Bethel, Maine, whose splendid work as a psychotherapeutist has earned him a reputation throughout the United States.

The new building of the Institute will also contain private office suites for a number of the senior attending neurologists. It will have a special floor for neuro-surgery and it is hoped that one entirely distinct unit will be set aside for the study and treatment of the functional diseases of the nervous system.

It must be obvious to those interested in the development of medicine that the new Neurological Institute adds an outstanding and distinctive feature to the Medical Center. Its scientific combination, as well as its physical connection with the New York State Psychiatric Institute, is an unparalleled coalition of clinical and research forces. There are many hospitals fully equipped for the adequate care of the sick, for the teaching of students and for research in general medicine, in surgery and in children's diseases. These have sprung up all over the country in the past two years, and represent every modern advance in up-to-date medicine. But nowhere on this continent or elsewhere is there, today or in prospect for the future, a combination of medical interests comparable in design, purpose or scope to that effected through the association of the New York Neurological Institute and the New York State Psychiatric Institute.

Not only have the trustees of the New York Neurological Institute richly earned the gratitude of this community and the Medical Center for the generosity with which they have contributed to the new building, but certain members of the Board—in particular Mr. Robert Thorne, President, Miss Mabel Choate and Mr. Felix Warburg, Vice Presidents,

Miss Ruth Twombly and Dr. Frederick Peterson—have manifested that enthusiastic cooperation without which the new combination would have been impossible.

Acknowledgment should also be made to Professor Walter Timme, Chairman of the Joint Committee of the Medical Board and the Board of Trustees, for the effective manner in which he has directed the productive efforts of the finance committee.

To the union now established between the Neurological and Psychiatric Institutes, must also be added the University Department of Neurology, which for many years has struggled to advance its extensive research program under the restrictive limitations of inadequate space and financial support. The Research Laboratories of the Neurological Department of Columbia University add the final touch in the completion of a combination which will be prepared to push forward the boundaries of our knowledge in every field of Neurology.

Thus, there has at last been created a true and, it is to be hoped, a great neuro-psychiatric center as one of the chief pillars in the organization of medical effort carried on under the auspices of Columbia University. There will be no dearth of opportunity for individual development in either the research or practical branches of Neurology, no lack of concerted endeavor to advance investigation in the many fields in which our ignorance leaves us now so severely handicapped in our aspirations to be of service to this community.

With the funds for the building of the new institute raised, the Board of Trustees of the Neurological Institute have embarked upon a new campaign having as its goal the raising of two millions of dollars. This is to be known as the Research Fund of the Neurological Institute. The interest of this fund will be expended in such essential investigation as the discovery of the causes and the treatment of infantile paralysis, sleeping sickness, epilepsy, multiple sclerosis, the dementias and many other maladies which are still unsolved problems.

The program of the Institute's work does not confine itself exclusively to the care, treatment and prevention of disease. It embraces the all-important effort of formulating the proper advice to parents endeavoring to give their children guidance for adjustment to modern civilization. This fundamental endeavor is the special interest of the Classification Clinic which aims to bring to the aid of the problem child all of the fruitful advantages known to modern science. It looks forward to the ultimate assistance of parents in the proper estimation of their children's capacities and the necessary advice for intellectual and moral upbringing consonant with the most adequate development of the nervous system. This great service will be made available not only to those who have the means of procuring expert advice, but, operating in conjunction with the Neurological Department of the Vanderbilt Clinic, it will be at the disposal of those who need such advice but are not capable of meeting the expense incident

to obtaining it. The Neurological Institute will have its Out-Patient Department in the Vanderbilt Clinic along with the other affiliated institutions. The personnel and management of this neurological out-patient service will depend upon the amalgamation of the clinical staffs of the Neurological Department of Columbia University and the New York Neurological Institute. Close harmony will be maintained between the out-patient clinic and the neurological service in the Institute.

In order not to defer neurological research any longer than necessary, a world-wide survey of epidemic encephalitis has already been undertaken. This survey should be epoch-making. It was made possible through the generosity of a large gift from Mr. William J. Matheson, and is known as the William J. Matheson Survey of Epidemic Encephalitis. The work is to be carried on under the supervision of a Committee consisting of Dr. William Darrach, Dean of the College of Physicians and Surgeons, Chairman: Dr. Haven Emerson, Professor of Public Health Administration, Columbia University: Dr. Frederick P. Gay, Professor of Bacteriology in Columbia University; Dr. Frederick Tilney, Professor of Neurology and Neuro-Anatomy, Columbia University: Dr. William J. Park, Director of Laboratories, New York Board of Health and Professor of Bacteriology of the New York Medical School, Dr. Hubert S. Howe, Secretary and Mr. Willis D. Wood. Dr. Josephine B. Neal, for many years connected with the New York Board of Health, has been appointed Director of this research. This is only the first step in the extensive program of research to be carried on in Neurology.

Teaching

The post-graduate and under-graduate teaching of this year has taken on unusual activity. In addition to the post-graduate clinical courses, four separate courses in neuro-anatomy have been running at the same time, showing the wide-spread and growing interest in the neurological field. One of these courses was given to medical students. Another was under the auspices of the Veterans' Bureau to physicians in service of the United States Government. A third course was carried on under the auspices of Extension Teaching and showed a larger attendance this year than in any previous year. A fourth course on the anatomy of the nervous system was given to members of the staffs of both the neurological department of New York University and of the New York Neurological Institute. It is a remarkable fact that such extensive consideration of the anatomy and physiology of the nervous system has this year been required to meet the demand of those desiring to advance their knowledge in these subjects.

During the year Dr. Pike has carried on a course in the neurological aspects of evolution, for post-graduate students.

Research

A number of most important lines of special research have been energetically pursued during the past year. These include the continuation of Professor Elsberg's study of the nature and causes of epilepsy, together with his researches on ventricular alterations consequent upon tumors of the brain.

Dr. Tilney has resumed his clinical and experimental investigation of motor disturbances, particularly with reference to the cause and control of tremors and ataxic disorders.

Dr. Leon Cornwall is pursuing his work concerning the biological substratum of multiple sclerosis and allied pathological changes in the nervous system.

Dr. Riley has carried his studies in comparative configuration and physiology of the cerebellum to the point where he will present the result of his investigation to the London meeting of the British and American neurologists.

Dr. Howe's experimental studies concerning the cause and nature of encephalitis, carried on in conjunction with Dr. McKinley, have advanced to such a point that a new interpretation concerning the vascular changes in this disease is now forthcoming, as well as a new serum for the treatment of the disorder.

Dr. Rosett has made notable advances in his study of hyperpnoea in its relation to spasmosis and other hypertonic diseases.

Dr. Richard Brickner has been working in the laboratory under the direction of Dr. Ariens Kappers of Amsterdam, where he is pursuing special research. He will return to the University to take up his teaching duties during the coming year.

The entire burden of the administration of the Department has fallen upon Professor Casamajor in his untiring efforts to maintain a high degree of efficiency in the clinical and laboratory staffs. Under his direction, all of the under-graduate teaching has been conducted and certain innovations have been introduced to bring the under-graduate medical student in neurology more directly in contact with clinical problems and clinical material.

The Department of Neurology during the academic year gave 300 hours of teaching to under-graduates and over 800 hours to post-graduate students. Many of the physicians teaching in the several courses during the past ten years have given freely of their time without salary. Dr. Casamajor's inspiring leadership has been the most important factor in maintaining this loyal devotion to Neurology in the Neurological Department of Columbia University.

During the year the Department has been especially honored by the call of Dr. Osnato to be Professor of Neurology in the Postgraduate Medical School. This chair also carries with it the directorship of the Neurological Department in the Hospital. Professor Osnato is the outstanding neurologist of Italian birth, and his compatriots have recently signally honored

him for his great achievements in the neurological field at a large dinner at the Hotel Biltmore.

Dr. Blakeslee, also of the Columbia Neurological Department, has been called to an assistant professorship in the New York Post-Graduate Medical School.

The Department enjoyed the distinction this year of having honorary membership in the American Neurological Association conferred upon Dr. Oliver S. Strong. Only one other American has received a similar distinction. This election of Dr. Strong places him beside such world-famous neurologists as Joseph Babinski, Pierre Marie, Madame Dejerine, Henry Head, Sir David Ferrier and Sir Charles Sherrington.

As the University Trustees seem intent upon some revision in the administration of medical education particularly as applying to the cost of the latter, it seems only fair in this connection to call attention to some of the special problems in neurology. The suggestion that there might be any reasonable reduction in staff officers for teaching purposes strikes an ominously unfavorable note, insofar as the Neurological Department is concerned. The main hope of affording medical students the opportunity to see clinical cases depends upon didactic connections with several large neurological hospitals. Teaching in the wards of these institutions requires that the attending physicians on service therein shall be included on the teaching staff of the Neurological Department, otherwise such clinical material would not be available to us. This would be a serious handicap in the teaching of under-graduate as well as graduate students. The maintenance of these hospital associations puts at our disposal for teaching. in the neighborhood of 700 neurological beds for chronic patients. This represents not only an invaluable but an indispensable asset for teaching, but at the same time necessitates the addition to the teaching staff of a large number of men connected with the institutions in which the teaching is done. It is estimated that through the agency of these allied hospitals each medical student graduating from the College of Physicians and Surgeons sees in the neighborhood of one hundred neurological patients during his course. If it is the purpose of the University to utilize every clinical and practical opportunity for the teaching of bedside medicine to undergraduate students, it would be most ill-advised to forego the clinical facilities which the allied institutions provide; whereas, their retention as part of our teaching equipment necessarily predicates a large teaching force.

The Neurological Department takes pleasure in announcing and acknowledging the continuation of the grants made by the Commonwealth Foundation amounting to \$10,000 annually for the investigation of epilepsy, its causes and treatment, and the similar phases of multiple sclerosis. The continuation of these grants to the Neurological Institute was authorized at the general meeting of the Trustees of the Commonwealth Foundation.

Bibliography

Following is a list of publications for the Department during the year:

Blakeslee, George A.: Spinal Cord Compression in Hodgkin's Disease. A Case of Hodgkin's Disease of Thirteen Year's Duration with Recession of Symptoms following X-ray Therapy. Read at the American Neurological Association, May 25, 1927.

Mental and Nervous Aspects of Cerebrospinal Meningitis. (To be published in the *Journal of Nervous and Mental Diseases.*)

Study of the Protopathic Sensivility in Two Very Unusual Cases of Hemisection of the spinal cord.

Cornwall, Leon H.: Studies concerning the Origin of Myelin. American Neurological Association, 1926 (in press).

Metastatic Meningo-Encephalic Carcinomatosis without Tumefaetion. American Neurological Association, 1926. Archives Neurology and Psychiatry, April, 1927.

A Comparison of the Vernes and Wassermann Tests as Applied to the Spinal Fluid (in press). 1926.

A Simplification of the Technique for the Wassermann Test. American Association of Clinical Pathologists, 1927, Washington (in press).

Elsberg, Charles A. (with Tilney, Frederick): Sensory Disturbances in Tumors of the Cervical Spinal Cord. Archives Neurology and Psychiatry, 1926, xv, 444; (with Pike, Frank H.): Studies on Epilepsy. iii. The Influence of a General Increase or Diminution of Intracranial Pressure upon the Susceptibility of Animals to Convulsive Seizures. American Journal Physiology, 1926, lxxvi, 593.

—(with Riley, Henry A.): Differential Diagnosis between Cerebral Degeneration, Infiltrating Cerebral Neoplasm and Infiltrating Cerebral Neoplasm with Degeneration. *Archives Neurology and Psychiatry*, 1926, xv, 48.

The Frequency and Character of Bladder Disturbances in Newgrowth of the Brain and Spinal Cord. *Annals Surgery*, 1926, lxxxiv, 509.

Goodhart, S. Philip: The Motion Picture in Science. Annals American Academy Political and Social Science, Philadelphia, Nov., 1926.

—(with Dr. Leiner): Amaurotic Family Idiocy. Archives Neurology and Psychiatry, May, 1927.

(The Cinema as an aid in observation and study of clinical neurology was first utilized in the Neurological Department by Professors Goodhart and Tilney, in 1920. The observation then published under the title *Bradykinetic Analysis of Somatic Motor Disturbances in Nervous Diseases* has since been carried on further, some 10,000 feet of film having been developed and preserved. These visualized histories of clinical presentation represent studies of rare and instructive neurological disorders including 30 selected cases of acute and chronic encephalitis

epidemica, extending over a period of five years. The accumulated collection is already extensive. The synchronization of films with records recently begun is to be developed within the next year. From this nucleus, a film circulating medical library, as an aid to clinical demonstration and teaching in neurology, is being developed.)

Hunt, J. Ramsay: The Static System and Its Relation to Cerebellar Function. Read at the Meeting of the Association for Research in Nervous and Mental Diseases, December, 1926.

Paralysis Agitans (Shaking Palsy, Parkinson's Disease). Textbook of Medicine, Cecil, 1927, 1369.

Articles on Epidemic Encephalitis and Encephalitis Lethargica. *Osler's Modern Medicine*, Vol. 5, Diseases of the Nervous System. Published by McCrae, 1927.

The Nature and Treatment of Psychic and Emotional Factors in Disease. Read at the meeting of the American Medical Association, May 19, 1927 (to be published in the *Journal American Medical Association*).

Keschner, Moses: Theory of the Mechanism of the Babinski Toe Phenomenon. (with Dr. Rabiner). Archives Neurology and Psychiatry, xvi, Sept., 1926, 313.

—(with Dr. Selinsky): The Extra-Pyramidal System and Its Diseases. *International Clinics*, iii, ser. 36, 1926, 213.

Myasthenia Gravis (with Dr. I. Strauss): Archives Neurology and Psychiatry, xvii, Mar., 1927, 337.

Dyskinesias. Tice's Practice of Medicine, Vol. 10, 1926, 463.

McKendree, Charles A. (with Dr. Cornwall): Meningo-Encephalitis Due to Torula. *Archives Neurology and Psychiatry*, xvi, Aug., 1926, 167–181.

—(with Dr. Feinler): Somnolence: Its Occurrence and Significance in Cerebral Neoplasms. *Archives Neurology and Psychiatry*, xvii, 1927, 44-54.

Diseases of the Nervous System. In Blumer's System of Bedside Diagnosis to be published by W. B. Saunders & Co.

Osnato, Michael: Significant Chemical Changes in the Spinal Fluid in Meningitis. Archives Neurology and Psychiatry, Vol. 15, 738-750.

—(with Dr. John Killian): Studies of the Chemical Composition of the Blood and Spinal Fluid in Epilepsy. i. Calcium, inorganic phosphorus,

phenols and Spinal Filid in Epilepsy. 1. Calcium, inorganic phosphorus, phenols and cholesterol of the blood and spinal fluid, and proteins of the spinal fluid. ii. Sugar, lactic acid and acid-base balance of the blood and spinal fluid. Read at the meeting of the American Neurological Association, May 26, 1927. (To be read at the joint meeting of the British and American Neurological Association, London, July 27, 1927.)

—(with Dr. Giliberti): Post-Concussion Neurosis—Traumatic Encephalitis. A Conception of Post-Concussion Phenomena as a Traumatic

Encephalitis. To appear in the next issue of the Archives of Neurology and Psychiatry.

Paper on Neurosyphilis at the meeting of General Practitioners of Yonkers, Feb. 9, 1927.

Asked by Dr. Chevalier Jackson to discuss paper by Dr. C. J. Imperatori on Frontal Lobe Abscess, at annual meeting of the American Larynogology Society, May 23, 1927.

Research in epilepsy is being continued.

Riley, Henry A. (with Dr. Rombold): Abortive Form of Friedreich's Ataxia. Archives Neurology and Psychiatry, xvi, Sept., 1926, 301–312.

Diseases of the First Six Cerebral Nerves. *Cecil's Textbook of Medicine*. W. B. Saunders & Co., 1927.

The Anatomy and Physiology of the Central Nervous System. *Blumer's Bedside Diagnosis*. W. B. Saunders Co., 1927.

Pardee, Irving H.: The Role of Syphilis in the Parkinsonian Syndrome. Archives Neurology and Psychiatry, xvii, May, 1926, No. 5, 662.

Parosysmal Oculogyric Crises in the Parkinsonian Syndrome. Read at the annual meeting of the American Neurological Association, May, 1927 (to be published in the Archives of Neurology and Psychiatry).

Riggs, Austen Fox: Human Relations, the Biological Significance of Ethics as a Part of Man's Environment (in preparation).

Sands, Irving J.: The Problem of the Mentally Defective Ex-Service Men. U. S. Veterans Bureau Medical Bulletin, Jan., 1926, 2, 32-42.

Intracranial Aneurysms. Journal Nervous and Mental Diseases, 64: 12-17, July, 1926.

What We Owe the Mental Patient. The Modern Hospital, Sept., 1926. Multiple Primary Cerebral Neoplasms. Archives Neurology and Psychiatry, 16: 447-450, Oct., 1926.

Traumatic Disorders of the Nervous System. Long Island Medical Journal, Feb., 1927.

The Examination of the Neurological Patient. Long Island Medical Journal, Nov., 1926.

Intraventricular Hemorrhage. Journal Nervous and Mental Diseases, 65: 360-371, April, 1927.

Textbook of Nervous and Mental Diseases for Nurses (to be published by W. B. Saunders & Co., Sept., 1927).

Presentations before Medical Societies.

A Case of Pituitary Tumor with Coma Followed by Complete Recovery. N. Y. Neurological Society, Feb. 1, 1927.

A Case of Extensive Cerebral Thrombosis. N. Y. Academy of Medicine, Section on Nervous and Mental Diseases, Jan. 11, 1927.

Miliary Aneurysms of the Cerebral Vessels. Brooklyn Pathological Society, April 13, 1927.

Acute Psychiatric Type of Epidemic Encephalitis. American Medical Association, Section Nervous and Mental Diseases, May 19, 1927.

Mental Disorders in Travelers' Aid Society Clients. National Conference Social Service Work, Des Moines, May 12, 1927.

Dr. Sands has also been carrying on an investigation of the neurological conditions encountered in an acute hospital, as studied at postmortem examinations. Averaging approximately 100 autopsies (brain) a year, at the Jewish Hospital of Brooklyn, with special attention to vessel pathology.

Stookey, Byron P.: Adhesive Spinal Arachnoiditis Simulating Spinal Cord Tumor. Archives Neurology and Psychiatry, xvii, 151, 1927.

A Study of Intradural Lipomas. Archives Neurology and Psychiatry, 1927.

Spinal Cord Compression Due to Cervical Chondromas. An Unusual Group of Tumors Giving Rise to Spinal Cord Signs; Their Diagnosis and Surgical Treatment (in process of publication).

Spinal Cord Tumors in Children (in process of publication).

An X-ray Study of the Cervical Vertebrae after Laminectomy (in process of publication).

Manometric Study of the Spinal Fluid as an Aid in Establishing the Diagnosis of Otherwise Unrecognized Spinal Cord Tumors (in process of publication).

Surgery of the Nerves. Nelson's System of Surgery (in process of publication).

Strong, Oliver S.: Unsolved Problems of the Cerebellum and Cerebellar Function. Read at Annual Meeting of Association for Research in Nervous and Mental Disease, December, 1926 (to be published in Archives of Neurology and Psychiatry).

Complete Revision of the Section on Neurology in the seventh Edition of Bailey's Textbook on Histology.

Tilney, Frederick (with Riley, H. A.): The Brain from Ape to Man; a Study in Cerebral Evolution. 2 vols. (in press).

The Brain of Prehistoric Man; a Study of the Psychological Foundations of Human Progress. *Archives of Neurology and Psychiatry*, June, 1927.

From Primitive to Modern Man. Cultural Phases of Human Progress (ready for the press).

Neokinesis, the Mammalian Contribution to the Evolution of Human Behavior (to appear in the *Journal of Nervous and Mental Diseases*.)

The Pineal Gland. A contribution to a volume on special cytology, edited by Professor Cowdry (in press).

A New Glandular Outgrowth from the Oblongata of Amia calva. (Description of a hitherto undescribed gland in the brain). To appear shortly in the *Journal of Comparative Neurology*.

Neurology and Education. Presidential Address of the American Neurological Association, Archives of Neurology and Psychiatry.

Inferior Olivary Nucleus, A Study of the Evolutionary Significance of an Important but Little Understood Structure of the Nervous System (to appear in the Archives of Neurology and Psychiatry).

The Brain Stem of Tarsius; A Study of Man's Ancestral Lineage (to appear in the Journal of Comparative Neurology).

—(with Pike, Frank H.): Étude expérimentale de la Coordination musculaire dans son rapport avec le cervelet. *L'Encephale*, Paris, May 5, 1926, No. 5.

Timme, Walter: Differential Diagnosis of Pituitary Enlargement with a Viewpoint toward Therapy. Therapeutics Gazette, Feb. 15, 1926.

Glandular Treatment of Pituitary Tumors and Hyperplasias. *Atlantic Medical Journal*, April, 1926.

The Glandular Treatment of Pituitary Tumors and Hyperplasias. Transactions of the College of Physicians, Philadelphia.

Migraine. British Medical Journal, Oct. 30, 1926.

Wechsler, Israel S. (with Brock, S.): Loss of the Righting Reflex in Man, with Special Reference to Paralysis Agitans. Archives of Neurology and Psychiatry, Vol. 17, No. 1, 12-17, Jan., 1927.

Tonic Neck Reflexes and Their Clinical Significance in Tuberculous Meningitis in Children. *Medical Clinics of North America*, 989. W. B. Saunders & Co., Jan., 1927.

A Textbook of Clinical Neurology. W. B. Saunders Co., 1927.

The Changing Manifestations of the Neuroses. Archives of Neurology and Psychiatry, Vol. 17, May, 1927, 692.

Tumors of the Brain, Parasites of the Brain, Multiple Sclerosis, Brain Scleroses, Wilson's Disease.

Blumer's System of Bedside Medicine, W. B. Saunders Co. (in print).

DEPARTMENT OF OBSTETRICS AND GYNECOLOGY

In the annual report of 1925 the late Doctor Studdiford presented in great detail the principles on which he had organized the Department and his method of conducting the work. This presentation is one which, in the ideals set forth and in the practical working out of details, will remain as a monument to his memory and a standard to live up to for a long time to come.

The new Director, who took charge in October, 1926, found the Department in a most efficient state, thanks to the devotion of Professor

Caldwell who, along with the other members of the Staff, had ably carried on the work along the lines established by Dr. Studdiford. The loyalty which the Staff gave to their late chief has been given in unstinted measure to their new one so that there has been no break in continuity. Any changes which have been made are of detail only and are of the nature of a normal evolution.

Teaching

Medical teaching is in a transition period. There are so many subjects to be covered in the curriculum and so many details to be taught in each of these subjects, that four years seems to be much too short a time in which to complete the work. It is, therefore, essential that the time available be put to the best possible use. To this end the teaching in the third year has been so arranged that the student is given a grasp of broad general principles by means of didactic lectures. These lectures are given by the head of the Department, who feels that the teacher of the junior student should be one who has had a wide clinical experience and so is in a position to give a better perspective than one belonging to the younger group in the Department. It is hoped that when next year these students enter upon their clinical and laboratory studies they will be able to take full advantage of the material in the hospital and that the clinical and laboratory teachers will find them ready to study in detail the individual cases presented.

In the fourth year the aim has been to give the student as much practical work as possible on the patients in the hospital. By a slight re-arrangement of the fourth year schedule it has been possible to have the students working in the hospital till 2 p. m. each day. This has enabled all of them to attend the pre-natal clinic and there carry out routine examinations on and follow the course of the patients attending. In addition to the internes and residents one of the members of the teaching staff is always present at the clinic so that it is felt that the members of the graduating class have received an adequate training in this most important part of obstetrical practice. Every member of the teaching staff has given his time ungrudgingly to the instruction of the students in the wards and operating rooms. As a result the students have had presented to them the common obstetrical abnormalities and have had practical instruction in their management.

No special problems for work-up have been assigned to the students as in former years but each has been requested to keep notes of the patients seen, the clinics attended, the operations witnessed and the reading done in connection with all of these. It has been hoped that in this way the students will be encouraged to systematize their knowledge and think for themselves. Their notebooks are examined at the end of their course and a mark assigned according to the standard shown. A very good general average has been attained and some of the books evidenced a very

real grasp of the subject and ability to pursue individual lines of thought and work.

The teaching of obstetrical and gynecological pathology has been carried on as heretofore in conjunction with the Department of Pathology. Professor William C. Johnson of that Department has established himself as an authority on these subjects and his close association with the Sloane Hospital for Women as pathologist and his services in teaching have been invaluable. He has carried on the work under severe physical strain and his temporary absence from Columbia University is a severe blow to the Department. He has set a standard of work which it will be hard to maintain but which will serve as a constant inspiration to the whole staff.

The Sloane Hospital for Women

The only change in the staffing of the Hospital is in the Social Service Department. Miss Bolen, who had been the head for over six years felt compelled to resign and a new head, Miss Crothers, was appointed. Miss Bolen gave unstinted service to the Hospital. She built up an organization which made proper pre-natal care possible and enabled the hospital to have complete follow-up records. Miss Crothers came with high recommendations from Boston and is ably carrying on the work. One of the problems which she is tackling is the closer linking up of the gynecological service in Vanderbilt Clinic with the gynecological service in the Hospital.

The Record Department, under Mrs. Peyser, continues to function most efficiently. The work done there is of the greatest importance in making available for study the large amount of clinical material which annually passes through the Hospital.

The Director wishes to express his deep appreciation of the help given him personally when he took charge of the Hospital and of the efficiency and loyalty of the service constantly given by the Superintendent, Miss A. I. Byrne.

Research

The energies of the Department have been chiefly expended during the past year in reorganizing the teaching of the undergraduate students so that less time than usual has been available for research. With this reorganization completed more research work will be undertaken in future years. Dr. Bunzel completed an investigation into the cases of pulmonary embolus occurring during labor and puerperium, and presented his findings to the New York Obstetrical Society. Dr. Richard N. Pierson made a statistical study of the cases of fibroid tumor complicating pregnancy and this also was presented before the New York Obstetrical Society. That these pieces of work were of recognized merit is evidenced by the fact that both were elected to membership in the Society. Dr. William E. Caldwell has been studying certain types of deformities of the pelvis and the use of the Barton forceps. He will publish in the near future the

results of that investigation. Professor W. W. Herrick and Dr. Jean Corwin have continued their work on the cardiac and toxemic complications of pregnancy. Their help and cooperation in the diagnosis and treatment of these cases is most valuable and their contributions to our knowledge of these complications considerable. During the past year they have published some of the results of their investigation into the toxemias and have ready for publication a study of cardiac cases. They are planning an investigation of the anemias of pregnancy. Dr. Harbeck Halsted has studied cases of accidental hemorrhage and will publish his results very soon. During the winter a severe outbreak of streptococcal infection occurred in the hospital. This was investigated from the clinical, bacteriological and pathological points of view. In the bacteriological study Dr. Frank L. Meleney of the Department of Surgery took a very active part and he is still engaged on the work. The Director and Dr. Studdiford undertook the clinical side. It is hoped that when the study is completed we may be able to add something to our knowledge of this dread disease.

Bibliography

Following is a list of publications, addresses and articles ready for publication by members of the Department:

Bunzel, E. E.: Pulmonary Embolism Complicating Pregnancy. American Journal of Obstetrics and Gynecology, 1927.

Caldwell, W. E.: The Use of Barton Forceps (ready for publication).

Birth Injuries, Address to the Norfolk Medical Society, Virginia.

Post-Partum Care, Address to the Houston Medical Society.

Halsted, H.: Uterine Apoplexy (ready for publication).
Full-Term Ectopic Pregnancy (ready for publication).

Herrick, W. W.: The Medical Disorders of Pregnancy. Nelson's Loose-Leaf Medicine, Vol. 3, 583-608.

Examination of the Circulation—The Importance of High Blood Pressure. International Journal of Medicine and Surgery, Dec., 1926.

—(with Jean Corwin): Relation of Hypertensive Toxemia of Pregnancy to Chronic Cardiovascular Disease. *Journal of the American Medical Association*, 1927, Vol. 88, 457.

—(with Jean Corwin): Certain Important Medical Complications of Pregnancy. Cleveland Proceedings Interstate Post-Graduate Medical Association of North America, 77.

Pierson, R. N.: Fibroid Tumors Complicating Pregnancy. American Journal of Obstetrics and Gynecology, 1927.

Van Etten, R. C.: A Case of Full-Term Ectopic Pregnancy. American Journal of Obstetrics and Gynecology, 1926, Vol. XI, No. 5.

Watson, B. P.: Etiology and Treatment of Rectocele. Bulletin New York Academy of Medicine, 1927, Second Series, Vol. 3, No. 1.

Pathological Conditions Underlying Cases of So-Called Ovarian Pain. Address to the Eastern Medical Society, New York, Oct. 8, 1926.

Penalties of Parturition. Address to the Academy of Medicine of Northern New Jersey, Oct. 20, 1926.

The Responsibility of the Obstetrical Teacher in Relation to Maternal Mortality and Morbidity. Address to the Philadelphia Obstetrical Society, December 2, 1926.

The Interpretation of Certain Gynecological Symptoms. Address to the Nassau County Medical Society, Freeport, March 1, 1927.

Midwives. Address to the National League of Nursing Education, April 6, 1927.

Post-Natal Care. Address to the Medical Association of the Greater City of New York, April 18, 1927.

Indications, Technic and Results of Operations for Lower Birth Canal Injuries. Address to the New Haven County Medical Society, April 28, 1927.

DEPARTMENT OF OPHTHALMOLOGY

Bibliography

Knapp, Arnold: Glaucoma in Myopic Eyes. Archives of Ophthalmology, 1926, LV, No. 1.

Late Results in Intracapsular Cataract Extractions. Archives of Ophthalmology, 1926, LV, No. 3.

Report of a Case of Large Extostosis of Orbit, Successfully Removed by Operation. *Archives of Ophthalmology*, 1926, LV., No. 2.

Treatment of Bullous Keratitis. Archives of Ophthalmology, 1926, LV, No. 6.

Importance to the Practising Ophthalmologist of Contributing to Literature. *Journal of the American Medical Association*, June 5, 1926, Vol. 86.

DEPARTMENT OF PATHOLOGY

Professor William C. Johnson was absent during the months of December, January and February, acting as Professor of Pathology at the University of Colorado. During the ensuing year he will be absent on sabbatical leave, and will return to the University of Colorado to serve in the same capacity.

In addition to the official personnel, the following have also been actively associated with the research work of the Department: Dr. Alfred F. Hess, Miss Mildred Weinstock, Miss Elizabeth Sherman, Miss B. Johnson, Mrs.

A. Wuorinen, Mrs. M. Newburger, Mrs. Romola Lyons.

Teaching

No changes of significance have been made in the content or methods of teaching, save that the instruction on tumors which in previous years has been given as a separate portion of the course by Professors Francis C. Wood and William Woglom was this year at their request given by the officers of the Department, and incorporated into the general course.

The lectures on Syphilis were given by Professor J. Gardner Hopkins; on Brain Tumors by Dr. Wilder Penfield and on Avitaminosis by Dr. Alfred F. Hess.

The section teaching in gross pathology at Bellevue Hospital by Dr. Maurice N. Richter has been fully made use of, and has been a valuable supplement to our resources.

Dental Pathology

No changes have been made in the teaching of Dental Pathology.

Presbyterian Hospital Laboratory

The activities of the Pathology Laboratory of the Presbyterian Hospital under the direction of Associate Professor William C. von Glahn, assisted by Dr. Beryl H. Paige, are given in detail in the fifty-eighth annual report of the Presbyterian Hospital.

The renewed interest in pathology evidenced last year has been continued, and more applicants have requested permission to do volunteer work than could be accommodated. Dr. Beryl H. Paige has continued as Assistant Resident Pathologist. Dr. Samuel W. Lambert, Jr., began working as a volunteer assistant in October. Dr. Angus MacLeod has been serving as interne in pathology and will be succeeded by Dr. Louis M. Rousselot, who has been appointed to serve for the year 1927–28.

The weekly conferences in pathology have been held for the staff of the hospital from October to June.

Approximately one thousand photomicrographs for illustrating the autopsy records were made during the year. The lantern slide collection has increased rapidly, there being now about three thousand slides. These are made primarily for the weekly staff conference in pathology but are also used in the teaching of students and are loaned from time to time to members of other departments.

Dr. Paige has published a study of the peculiar form of myocardial degeneration, and is now interested in the question of medial calcification of the aorta.

Dr. Samuel W. Lambert, Jr., has completed a report on sarcosporidial infection of the heart.

During the year there were 366 deaths in the hospital and 144 autopsies were performed, a percentage of 42.8. The percentage of autopsies on medical cases was 38.8; on surgical cases 47.9.

Gynecological and Obstetrical Pathology

The arrangement for performing the routine gynecological and autopsy pathology of Sloane Hospital in this Department which was instituted by Dr. Studdiford has been continued by Professor Watson. Dr. D. A. D'Esopo, with the assistance of internes from Sloane, has carried on this work under the direction of Professor William C. Johnson from the Department of Pathology and Dr. Virgil Damon from the Department of Obstetrics and Gynecology. Dr. D'Esopo and Professor Johnson have conducted the course in Obstetrical and Gynecological Pathology.

Twice a month pathological reports on series of interesting cases have been given at the meeting of the Sloane Hospital staff, illustrated by microscopic and lantern slides, and gross specimens.

Dr. D'Esopo and Professor Johnson have prepared a paper on an unusual tumor of the ovary, and other work is in progress.

The number of infant deaths and autopsies this year has shown a marked decrease as compared with previous years. Although the decrease in mortality may be partly due to a decrease in the number of deliveries, it is hoped that it may be due also to improvements in obstetrical technique resulting from the studies of the causes of fetal and neonatal death which have been carried on here for several years.

During the year ending March 31, 1927, there were pathological examinations of specimens from 426 gynecological operations. The total number of autopsies during the year was eighty-one. There were twenty-one adult deaths with eight autopsies (thirty-one percent) and 100 fetal and neonatal deaths with seventy-three autopsies (seventy-three percent). 335 placentas were examined.

Research

In general, the research work of the Department has been along the lines indicated in the previous report, namely: (1) Pernicious Anemia; (2) Rickets; (3) The Toxicity of Copper and its Alloys; (4) Toxin Production by Micrococci; (5) Fowl Paralysis; (6) The Filterable Agent in Mammalian Tumors; (7) The Pathology of Rheumatic Fever; (8) Physiology of the Gall Bladder.

The work in Pernicious Anemia was aided by a contribution from the Eli Lilly Company. Continuing the problems outlined in the last report, Dr. Benjamin N. Berg and Professor Jobling have been investigating the possible effect of chronic intestinal stasis upon the production of anemia. The technique having been perfected for the experimental production of chronic obstructions in dogs, the following results were obtained: dilatation and hypertrophy of the duodenum above the site of obstruction, a moderate secondary anemia and a marked increase in the number of intestinal organisms. Many of these dogs with obstruction showed bacteria in the bile. There was also studied a rhythmical cycle which occurred between the antrum, pyloric sphincter and duodenum. The bacteriological

part of the work was carried out by Drs. Meleney and Zau. Studies are being carried out by Drs. Kesten and Zucker on hemolysis by such hemolytic agents as saponin with the object of clarifying the mechanism involved. After a survey of the methods previously used it was decided that a good part of the interpretation of results depends on accuracy and reliability of the method used. The technique which has been developed involves the measurement, by means of a photo-electric cell, of light transmission through hemolysing blood cell suspensions. A further object of this work is elucidation of the processes involved in the regeneration of red cells in experimental anemias which information in turn is to be applied to the study of human anemias. One paper has been published, one is ready for publication and further work is in progress. Studies similar to the above are being conducted by Dr. Zucker on the hemolysis by hypotonic salt solutions. Chemical investigations are being made by Dr. Zucker and Mrs. Wuorinen on the changes in blood in experimental anemias with particular reference to the process of regeneration of the red blood corpuscles. New facts have been brought out on the relation of changed composition of corpuscles to hemolysis. Dr. Sapinoso and Professor Jobling have studied the effects of repeated injection of toxins of intestinal bacteria on blood regeneration in rabbits.

Dr. Hess and his assistants have been continuing their study of rickets. In an investigation, carried out in conjunction with the Sloane Hospital for Women, it was found that by means of irradiation with ultra-violet rays, anti-rachitic properties could be developed in the milk of nursing mothers. This result suggests the value and application of this form of irradiation during lactation to prevent the development of rickets in the baby. A measure of this kind would seem to be all the more necessary in view of the fact that further study showed that, contrary to accepted ideas, woman's milk as well as cow's milk contains almost none of the anti-rachitic factor.

Several anti-rachitic preparations were devised as substitutes for cod liver oil. It was found that dried brain which had been irradiated was of decided prophylactic value, both in the rickets of animals and of infants. The same proved true of irradiated dried yeast. Both of these preparations are being given extended clinical tests. Cod liver oil was rendered more potent by dissolving in it one percent of irradiated cholesterol; this addition rendered the required dosage considerably less. Chicken fat and chicken liver also were found to be rich in the anti-rachitic factor.

A series of experiments were undertaken with cholesterol derivatives in collaboration with Professor Windaus of Goettingen. The upshot of these studies, which were both chemical and biological, was that it is not the cholesterol itself which is activated by ultra-violet irradiation but a contaminating sterol. This sterol is ergosterol found mainly in yeast and ergot. Irradiated ergosterol in the dosage of 1/500 of a milligram or less per capita was sufficient to protect rats from rickets which were fed on a rickets-producing ration, whereas almost one milligram of irradiated choles-

terol had been necessary to confer protection. This is the most concentrated state in which any of the nutritional factors has been obtained.

Drs. Berg and Hess are studying the blood calcium after section of various elements of the sympathetic system and of the spinal cord at different levels.

In their previous studies Dr. Zucker and Mrs. Newburger paid attention to the importance of the absorption of calcium and phosphorus from the gastro-intestinal canal in determining the prevention of rachitic states. Their work has since been confirmed by others, and they are now engaged in a further study of the details of the mechanism.

Toxicity of copper and its alloys: This work constitutes a project which is being supported by the Copper and Brass Research Association. Professor von Glahn has continued his cooperation with Professor Flinn of the Departments of Physiology and Public Health in the investigations covering this problem. These studies are still in progress.

Toxin production by micrococci: Mrs. Parker has been studying the effect on the skin of rabbits and guinea pigs of various extracts, autolysates of broth cultures of Pneumococcus I. With the collaboration of Mrs. Romola Lyons, Mrs. Parker has also been studying the dissociation of staphylococcus aureus.

Professor Pappenheimer in collaboration with Dr. Leslie C. Dunn of the Storrs Agricultural Experiment Station, Storrs, Connecticut, has continued his work on Fowl Paralysis. The results obtained thus far have been incorporated in a monograph now in press.

The filterable agents in mammalian tumors: During the past year Dr. Sittenfield and his assistants have continued their efforts to confirm or disprove the conclusion reported by Gye. Their work has been concerned chiefly with mammalian tumors, mouse sarcoma 37. The results thus far obtained are indicated in the reprints listed in the biliography.

Dr. Sittenfield and his assistants have also carried on experimental studies on the effect of lead salts and colloidal lead solutions upon the growth of animal tumors. They have made use of the tissue culture methods in this work.

Professors von Glahn and Pappenheimer have carried on studies on the histo-pathology of rheumatic fever. The material at the Presbyterian Hospital is unusually favorable for this work, many acute cases having come to autopsy within recent years. The indication is that rheumatism may affect the vascular system in a specific way and to a degree not generally appreciated.

As a development of his work upon chronic intestinal obstruction, Dr. Berg has been led to study the function of the gall bladder by means of X-rays after the injection of tetraiodophenolphthalein following division and transplantation of the common duct. The results indicated that the gall bladder functioned normally despite the fact that all connections with the sphincter of Oddi were separated. Interesting histological observations upon the transplanted duct were made.

Bibliography

- Following is the list of publications for the Department during the year:
- Abramson, Harold A., and Gray, Samuel H.: The diffusion of water into "lecithin"—collodion membranes. *Journal Biological Chemistry* (in press).
- Berg, Benjamin N., and Zau, Z. D. and Jobling, James W.: Bactericidal function of the liver. *Proceedings of the Society for Experimental Biology and Medicine*, 1927, xxiv, 433.
- Berg, Benjamin N., and Jobling, Jas. W.: The effect of division transplantation of the common duct upon gall bladder function. *Proceedings of the Society for Experimental Biology and Medicine*, 1927, xxiv, 434.
- Berg, Benjamin N., and Meleney, Frank L. and Jobling, James W.: Experimental chronic duodenal obstruction—i. Technic and physiology. *Archives of Surgery*, 1927, xiv, 752.
- Berg, Benjamin N., and Wuorinen, A. and Jobling, James W.: Morphological and chemical studies of the blood in chronic duodenal obstruction. *Proceedings of the Society for Experimental Biology and Medicine*, 1927, xxiv, 590.
- D'Esopo, D. A., and Johnson, W. C.: An ovarian tumor with theca lutein cell characteristics (in preparation for *Proceedings New York Pathological Society.*)
- Hess, Alfred F., and Weinstock, Mildred and Sherman, Elizabeth: The antirachitic value of irradiated cholesterol. vi. A separation into an active and an inactive fraction. *Journal Biological Chemistry*, 1926, lxx, Sept.
- Jeney, Andrew, and Jobling, James W.: Effect of organ extracts on blood regeneration. *Proceedings of the Society for Experimental Biology and Medicine* (in press).
- Kesten, H. D., and Zucker, T. F.: Light transmission through blood suspension as recorded by the photo-electric cell. *Proceedings of the Society for Experimental Biology and Medicine*, 1926, xxiv, 19.
- Kesten, Homer D., and Zucker, Theodore F.: The determination of rate of hemolysis by the measurement of light transmission (in press).
- Meleney, Frank L., and Berg, Benjamin N. and Jobling, James W.: Experimental chronic duodenal obstruction—ii. Bacteriology. *Archives of Surgery*, 1927, xiv, 762.
- Paige, Beryl H.: A peculiar type of myocardial degeneration. Proceedings New York Pathological Society, 1926, xxvi, (1/5) 92.
- Pappenheimer, Alwin M., Cone, Vernon, and Dunn, Leslie C.: The pathology of fowl paralysis. *Proceedings New York Pathological Society*, 1925 (N. S.), xxv, Oct., Dec.

- Pappenheimer, Alwin M., Dunn, Leslie C., and Cone, Vernon: A study of fowl paralysis, Neuro-lymphomatosis gallinarum (in press).
- Penfield, Wilder, and Cone, Vernon: Acute swelling of oligodendrolglia— A specific type of neurologlia change. Archives of Neurology and Psychiatry, 1926, xvi, 131.
- Sapinoso, Pastor R., and Jobling, James W.: The effects of repeated injections of toxins of intestinal bacteria on blood regeneration in rabbits. Proceedings of the Society for Experimental Biology and Medicine (in press).
- Sittenfield, M. J., and Johnson, B. A.: Studies on the filterability of Mouse Sarcoma. *Proceedings of the Society for Experimental Biology and Medicine*, 1926, xxiii, 524.
- Sittenfield, M. J., and Johnson, B. A.: New research in the etiology of cancer with reference to the work of Gye: American Journal Roentgenology and Radium Therapy. 1926, xvi (No. 6) 525.
- Sittenfield, M. J., and Johnson, B. A.: The cancer problem with reference to recent developments (to be printed in *Journal of Radiology*, June, 1927).
- Von Glahn, William C.: General streptococcus sepsis, associated with suppurative inflammation of the thoracic duct. Report of a case. *Proceedings New York Pathological Society*, 1924, (N. S.), xxiv, Jan., May.
- Von Glahn, William C., and Wilshusen, Herbert F.: Syphilitic aortitis and acute rheumatic Myocarditis: Report of two cases. *Proceedings New York Pathological Society*, 1924, (N. S.) xxiv, Jan., May.
- Von Glahn, W. C.: Argentophile micro-organism supposedly sterile liver abscesses. Report of two cases. *Proceedings New York Pathological Society*, 1926, xxvi, (1/5) 97.
- Weeks, Carnes: Primary sarcoma of the omentum. Proceedings New York Pathological Society, 1926, xxvi.

DEPARTMENT OF PHARMACOLOGY

Research

Studies on Insulin and Blood Sugar and their Effects on the Gastro-Intestinal Tract. Dr. Mulinos.

Investigation into the Chemistry and Pharmacology of Blood Serum, obtained from Normal and Cancerous Patients. Dr. Hirschfeld.

Vividiffusion and Its Possible Application in the Treatment of Diseases of the Kidney. Dr. Marcus.

Pharmacology of the Gastro-Intestinal Tract. Dr. Pappovitch.

Studies of the Local Anesthetics in an Attempt to Increase Their Local Action. Dr. Bevin.

The General Anesthetics and the Relation between Lipoid Solubility and Toxicity. Dr. Humbert.

The Pharmacology of Radio-Active Substances. Dr. Leib.

DEPARTMENT OF PSYCHIATRY

Teaching in the Department of Psychiatry continued during the year along the lines described in the last annual report. The clinical facilities have been provided by the Psychiatric Department of the Vanderbilt Clinic and the Manhattan State Hospital, Ward's Island. Through the courtesy of Dr. C. Floyd Haviland, who succeeded Dr. Heyman as Medical Superintendent of the Manhattan State Hospital, and Professor Isaac J. Furman, excellent clinics have been held every Friday afternoon for the fourth year students.

The appointment of Dr. George H. Kirby as Professor of Psychiatry and Dr. C. Floyd Haviland as Clinical Professor of Psychiatry has not only provided the Department with two experienced students and teachers of mental medicine, but has prepared the way for close association in the psychiatric activities of the state which will mean so much to the college when the hospitals of the new Centre are in operation.

A considerable amount of time has been occupied making plans for proper utilization of those extraordinary new clinical facilities which will be available next year. In this there has been cooperation in the Department of Neurology.

DEPARTMENT OF PHYSIOLOGY

No material change has been made in the plan of teaching for the medical students in Physiology during the present year. It has seemed, however, that one of the most urgent matters in the curriculum problem is that of eliminating such of the required work as can be spared in order that students may devote more attention to essentials. This is particularly necessary because with the continuing growth of scientific knowledge there has been a tendency to add constantly to the required work without removing anything.

With the ever-increasing availability of information in printed form it seems that the extensive use of the lecture might well be curtailed. We have, accordingly, decided to omit half of the formerly scheduled lectures next year and make this time available to the students for such use as they may see fit to make of it. It is to be hoped that other departments in the school may be able to make reductions of approximately similar proportion. This would make it possible for the better prepared student to give more attention to such features of the work as attract him and allow the student who experiences difficulty in following the required work more time to digest the essentials.

The year has been one of activity in the productive work of the department. Some twenty distinct investigations are in progress by members of

the staff and graduate students. Professor Scott and his collaborators have continued investigations of the carbohydrate functions of the blood.

Professor Flinn is carrying on investigations in problems of industrial hygiene, several of which have been financed by the industries affected. Mention may be made of studies on the effects of mesothorium on living organisms as compared with the effects of radium, on the effects of small quantities of lead, and on the possible danger to health from small traces of copper. A report on a portion of this work "Antrum Sinuses Complicated by Radium Poisoning" is expected to appear in an early issue of Laryngoscope.

Professor Pike has continued investigations on the effects of intracranial pressure and its relation to susceptibility to convulsions and has made studies of recovery from various lesions of the central nervous system.

Dr. Stimson has carried on two investigations, one on the effect of nitrobenzol on blood pigment of rabbits before and after splenectomy and one on the effect of splenectomy on blood pigment. She expects to complete both these investigations by the first of June. In this work Mr. Louis Dotti has rendered valuable assistance.

Mr. Pierce has nearly completed a study of the properties of collodion films which will constitute the material for a thesis for the degree of Doctor of Philosophy. He has also conducted in collaboration with Dr. Scott a study of the normal blood sugar in man.

Professor Scott has completed his study of the mathematical treatment of experimental data which was mentioned in last year's report and this has been accepted for publication in the *Journal of Biological Chemistry* under the title "What Constitutes An Adequate Series of Physiological Observations." It is expected that this will appear in the May issue of this year.

Dr. Hopping has continued her study of circulatory responses during various respiratory conditions. The results of two investigations are being prepared for publication, one on the regulation of the heart rate and blood pressure by the extrinsic cardiac nerves and the adrenal glands, and the other the cardiovascular responses to the respiratory conditions of asphyxia and oventilation of the lungs.

Dr. R. K. Lambert and Mr. A. H. Rosenthal have carried on an investigation on the mechanical efficiency of the mammalian heart, the results of which are expected to be published in the *American Journal of Physiology* for May.

The Department has continued to serve the Vanderbilt Clinic, Sloane Hospital and Roosevelt Hospital in the matter of electrocardiographic examination of their patients. All of the technical work connected with this service has been very efficiently performed by Mr. F. W. Keyes.

Among the activities of the members of the Department this year the following may be of interest: Professor Lee participated in the International Physiological Congress at Stockholm, at which Mr. Pierce was also in attendance. Dr. Anderson spent the summer of 1926 at the Puget Sound

Biological Station working on the problem of the luminescence of several medusae. Professors Scott and Williams and Drs. Anderson and Stimson attended the meetings of the American Physiological Society in Rochester. Several members of the Department attended the meetings of the American Association for the Advancement of Science at Philadelphia in December, 1926. At the invitation of the American Mathematical Society. Dr. Williams delivered the Fourth Josiah Willard Gibbs Lecture before a joint session of the American Association and the American Mathematical Society. This lecture, entitled "Mathematics and the Biological Sciences", will be published in the May-June issue of the Bulletin of the American Mathematical Society for 1927. In February Dr. Williams lectured before the Franklin Institute of Philadelphia on "Instruments and Precise Measurement in the Practice of Medicine." This lecture will be printed in the Journal of the Franklin Institute. Dr. Williams also attended the Spring Meeting of the American Physical Society in Washington.

About a year ago, he became a member of the Council on Physical Therapy of the American Medical Association and has attended two sessions of this body at Chicago. He has devoted considerable time to the work of the Council during the year.

Bibliography

The following communications have been published from the laboratory during the year:

Flinn, Frederick B.: Radioactive Material an Industrial Hazard? Journal of the American Medical Association, 1926, lxxxxvii, 2078.

The So-Called Action of Acid Sodium and Phosphate in Delaying the Onset of Fatigue. Public Health Reports. 1926, 1463.

Industrial Physiology. Nelson Loose-Leaf Medicine, 1927.

- Pierce, H. F., and Conrad Berens and Le Grand H. Hardy: Studies in Ocular Fatigue. ii. Convergence Fatigue in Practice. *Transactions of the American Ophthalmological Society, Annual Report*, March, 1927.
- Pike, F. H., and Charles A. Elsberg: Studies on Epilepsy. iii. The Influence of a General Increase or Diminution of Intracranial Pressure upon the Susceptibility of Animals to Convulsive Seizures. *American Journal of Physiology*, 1926, lxxvi, 593.
- Pike, F. H., and Frederick Tilney: Étude expérimentale de la coordination musculaire dans son rapport avec le cervelet. *L'Encéphale*, 1926, Year xxi, 305.
- Williams, H. B.: The Einthoven String Galvanometer, A Theoretical and Experimental Study. Part 2. Journal of the Optical Society of America, 1926, xiii, 313.
- Williams, H. B., and H. F. Dodge: Analysis of Heart Sounds. Archives of Internal Medicine, 1926, xxxviii, 685.

DEPARTMENT OF MEDICINE

Perhaps the most difficult task which falls to the director of a Department of Medicine is the evaluation of accomplishment in that phase of its work called teaching. Simply and concretely: Are the students well taught? By what criteria can the answer to this question be given? Obviously the fact that the graduates pass the state board of national board examinations. while important, is inadequate. Written examinations are unsatisfactory. Personal contact between competent teachers and students is much better. Arrangement for such contact, I believe, is adequate, which means that organization has served its purpose. Failure of desirable accomplishment, then, is to be sought in the excellence of the teachers on the one hand and the ability of the students on the other. The Director believes in his staff. Another means, though far from final, in judging the results of the efforts of the Department is through comparison with students from other institutions, making allowances so far as humanly possible, for prejudices in favor of its own students. For the past two years the Presbyterian Hospital internes have been selected on the basis of competitive examination. Some of the candidates from Harvard, Johns Hopkins, Pennsylvania. Yale and St. Louis have been high-standing men and it is a satisfaction that the better men from Columbia compare most favorably with those from other institutions.

One feature of the work in the Department has long been a matter of concern. The inelasticity of the curriculum has led inevitably to a level of instruction designed to enable the low average student to encompass the work. This, of course, results in a certain hardship and waste of time on the part of the more brilliant and facile student. Through the encouragement of the Committee on Administration of the Faculty an informal committee within the Department has been considering ways and means for securing a greater flexibility in the schedule for Medicine, in order that the work in this field may be more adaptable to the needs and capabilities of the individual student. It is hoped to report progress later.

It is scarcely necessary to mention that considerable time and thought has been devoted to planning for the move to the new School and Hospital. While every effort is being made to anticipate all possible exigencies, we are looking forward to more or less confusion during the period of change and readjustment.

Few changes in the staff have occurred. Dr. Mackenzie leaves at the end of the year to become the medical director of a hospital in Cooperstown, New York, where he will have ample facilities to carry on investigative work and make a distinct contribution to the problem of medical practice in rural communities. It is a source of great regret to the Department to have him go, but he has the heartiest good wishes of his associates for success in his new venture. Drs. Scott and Hajek resigned at the beginning of the school year. Dr. Mackie has been added to the staff. Drs. Bullen and Cumbler leave the staff at the end of the year.

With Dr. Vogel's withdrawal from active teaching of Clinical Pathology the Department suffered a great loss. Dr. Hanger has taken up Dr. Vogel's work and carried it on most admirably and successfully.

Dr. Loeb is to spend next year abroad, chiefly in Germany, studying methods of teaching, research and hospital practice. He is planning to spend most of the time with Professor Müller, in Munich, Professor Blum in Strasbourg, Porfessor Krehl in Heidelberg, Professor Morawitz in Leipzig and Professor Stoll in Hamberg. Dr. Richards will spend the year working with Dr. H. H. Dale in London.

In addition to carrying a daily large quota of teaching and clinical responsibilities in the Department, the research problems have been carried forward and reports made from time to time. The year's bibliography is appended. It is desired to acknowledge several special funds which have been contributed during the year from the Commonwealth Fund, the Chemical Foundation, Mr. Charles Howland and others. Mr. Marshall Field very generously aided in sending Dr. Golden abroad this winter to survey the work in Roentgenology. It is a pleasure to acknowledge the generous and hearty support of the Presbyterian Hospital in the work of the Department carried on in that institution.

Bellevue Hospital

At Bellevue Hospital Dr. Norrie and his staff have given their time and skill in making the students' work of greatest value. The clinical material to be seen there is most unusual and affords a rare opportunity for the students. The Tuberculosis Service under Dr. Miller furnishes a most valuable opportunity for students to see not only pulmonary tuberculosis in all its stages and forms but also a wide variety of chronic non-tuberculous lung infections.

Vanderbilt Clinic

Under the skillful guidance of Dr. Herrick and the two chiefs of clinic, Drs. Schulman and King, Vanderbilt Clinic has aided the Department with its usual high degree of excellence. The close association with all the specialties here serves a function in the scheme of teaching not enjoyed at either Bellevue or Presbyterian.

Bibliography

Anderton, W. P.: A lecture before the Oneida County Medical Society, under the auspices of the New York State Medical Society, in November.

Barach, A. L.: A New Oxygen Tent. Journal of the American Medical Association, Oct., Ixxxvii, 1214.

The Effects of Atmosphere Rich in Oxygen on Normal Rabbits and on Rabbits with Pulmonary Tuberculosis. *The American Review of Tuberculosis*, April, xiii, No. 4.

A New Type of Oxygen Chamber. The Journal of Clinical Investigation. August, ii, No. 6.

Methods and Results of Oxygen Treatment in Pneumonia. Archives of Internal Medicine, Feb., xxxvii, 186-211.

- Baylis, Adelaide B., Sheplar, Adele E. and MacNeal, Ward J.: The Vernes flocculation test as an accessory serological guide in the combat against syphilis. American Journal of Syphilis, x, No. 2, 298-337 (19 Figures). The value of the Vernes test as an additional check in the combat against syphilis. Proceedings of New York Pathological Society, No. 1-5, xxvi.
- Baylis, Adelaide B.: Standardization of typhoid vaccine by photometric methods. *Proceedings of the Society for Experimental Biology and Medicine*, xxiii, 534-535 (3043).

Standardization of typhoid vaccine by photometric methods. *Journal* of Infectious Diseases. xxxix, No. 2. 106-113.

Abstract of standardization of typhoid vaccine by photometric methods. Dec., *Biology Abstracts*.

- Carter, Herbert S.: Some Aspects of the Medical Treatment of Peptic Ulcer. Bulletin of New York Academy of Medicine. Second Series, ii, No. 12, 580.
- Cushing, E. H.: Lytosyirosis (syiroschetosis) icterohemorrhagiae. Transactions of New York Pathological Society, Dec.
- Danzer, C. S.: The Treatment of Pleural Effusions by the Oral Administration of Thyroid or the Intravenous Injection of Hypertonic Saline Solution. *American Journal Physiology*, lxxvi, No. 1.
- Draper, George: Opportunities for Clinician and Pathologist. Offered by the Study of Human Constitution. Studies in Human Constitution, No. lv.
- Geyelin, H. Rawle: Recent Studies on Diabetes in Children, Atlantic Medical Journal, September.
- Golden, Ross: Roentgen Ray Therapy in Rheumatic Heart Disease.

 Proceedings of the Society for Experimental Biology and Medicine, xxiii,
 351.
- Herrick, W. W.: The Medical Disorders of Pregnancy: Nelson's Loose-Leaf Medicine, May, iii, 583-608.
- Kantor, John L.: A Rack for Stomach Tubes. Journal of the American Medical Association, Jan., lxxxvi 269.

Colon Studies. iii. The Clinical Significance of Ileal Stasis: Its Association with Colitis. The American Journal of Roentgenology and Radium Therapy, July, xvi, 1-9.

—(with Zachary Sagal): Colitis as a Common Disorder of Digestion. The American Journal of the Medical Sciences, 172: 707-713, Nov.

- Ladd, W. L.: Growth in Children with Diabetes Mellitus, American Journal of Diseases of Children, Dec., xxxii: 812-838.
 - Food Requirements in Children with Diabetes Mellitus. The Journal of the American Dietic Association. Dec., ii, No. 3.
- Levy, Robert L.: Auricular Fibrillation with Regular Ventricular Rhythm and Rate over Sixty. Archives Internal Medicine, xxxviii, 116.
 - —(with Ross Golden): Roentgen Ray Therapy in Rheumatic Heart Diseases, *Proceedings of the Society for Experimental Biology and Medicine*, xxiii, 351.
- Loeb, Robert F.: (with the assistance of Emily G. Nichols, reprinted from the Jacques Loeb Memorial Volume): The Effect of Pure Protein Solutions and of Blood Serum on the Diffusibility of Calcium. *The Journal of General Physiology*, June 20, viii, No. 5: 451-461.
- Mackenzie, George: Anaemia in Hypothyroidism. Journal American Medical Association, lxxxvi, 462.
- Mackie, Thomas T.: Rheumatic Fever, An Analytical Study of Three Hundred and Ninety Three Cases of Rheumatic Fever and Eighty Nine Cases of Chorea. *American Journal Medical Science*, clxxii, No. 2, 199, Aug.
- Miller, James Alex.: The Treatment of Abscess of the Lung, American Journal Medical Science, Jan., No. 1, clxxi, 81.
- Neal, Josephine B.: Meningitis Caused by Bacilli of the Colon Group.

 American Journal Medical Science, Nov., clxxii.
 - —(with Henry W. Jackson & Emanuel Appelbaum): Epidemic Meningitis—A Study of More Than Six Hundred and Fifty Cases, with Especial Reference to Sequelae. *Journal American Medical Association*, Dec., lxiiivii.
- Palmer, W. W.: Titration of Organic Acids in Urine. Journal Biological Chemistry, May, lxviii, 245.
 - Metabolism Revised. Nelson's Loose-Leaf, Living Medicine, iii, Chap. ii.
- Reeves, Robt. J.: John D. Camp. Boston Medical and Surgical Journal, exciv, No. 21, 976-980, May.
- Richter, Maurice N.: The Origin and Development of Monocytes in Monocytic Leukemia.
 - Proceedings Pathological Society, Philadelphia, Jan. 14, Abstract in Archives of Pathology and Laboratory Medicine, i: 841, May.
- Sagal, Z.: Pyorrhea Alveolaris and Gastric Acidity. The Dental Cosmos, Dec.
- Shaine, Marks S.: High Enemata and Irrigations. *Medical Journal and Record*, New York, June, cxxiii, No. 11.
- Shibley, G. S.: (with F. M. Hanger and A. R. Dochez); Bacterial Flora of Nose and Throat in Health and Upper Respiratory Infection. *Proceedings of the Society for Experimental Biology and Medicine*, xxiii: 258.

- —(with F. M. Hanger and A. R. Dochez): Studies in the Common Cold 1. Observations of the Normal Bacteria of Nose and Throat with Variation Occurring during Colds. *Journal Experimental Medicine*, xliii: 415. Studies of the Mechanism of Specific Bacterial Agglutination. *Archives of Pathology and Laboratory Medicine*, ii: 438.
- Studies in Agglutination iii, On the Mechanism of the Agglutination of Bacteria by Specific Agglutinating Sera. *Journal Experimental Medicine*, xliv: 667.
- Stevens, F. A.: (with A. R. Dochez); The Epidemiology of Scarlatinal Throat Infections Sine Exanthemate, *Journal American Medical Association*, lxxxvii, 2137.
 - —(with A. R. Dochez): The Occurrence of Throat Infections with Streptococcus Scarlatinae without a Rash, *Journal American Medical Association*, lxxxvi, 1110.
 - —(with A. R. Dochez): The Occurrence of Scarlet Fever without a Rash During Epidemics, *Proceedings of the Society for Experimental Biology and Medicine*, xxiii: 348.
- Stevens, F. A.: Unusual Instances of Infection with Streptococcus Scarlatinae. Proceedings of the Society for Experimental Biology and Medicine, xxiii: 348.
 - —(with A. R. Dochez): Biology of Hemolytic Streptococcus: Antigenic Relationships between Strains of the Scarlatinal and Erysipelas Groups. *Journal Experimental Medicine*, xliv: 439.
 - —(with A. R. Dochez): Antigenic Relationships between Strains of Streptococcus from Scarlet Fever and Erysipelas. *Journal Experimental Medicine*, xliii: 379.
- West, Randolph: The Influence on Basal Metabolism of Some Derivatives of Di-Iodotyrosine. *Proceedings of the Society for Experimental Biology and Medicine*, xxiii: 629.
 - —(with E. M. Benedict, H. D. Dakin and R. West): On Glutose and its Biochemical Behaviour. *Journal Biological Chemistry*, Ixviii, I.
- Wiener, Herbert J.: Uric Acid Studies: i. Comparison of the Direct and the Isolation Methods of Uric Acid Determination in Blood Filtrates and a Modification of Folin's Method. *Journal of Laboratory and Clinical Medicine*, Aug., xi, No. 11.

DELAMAR INSTITUTE OF PUBLIC HEALTH

The following activities and events have taken place in the Department during the year:

Dr. Pope, Assistant Professor of Epidemiology, was called on January first to take charge of the Department of Communicable Diseases of the Chicago Department of Health at a considerable increase in salary. Dr.

Pedley, Assistant Professor of Industrial Hygiene in Medicine, has been similarly called to take over the running of an industrial hygiene clinic in Montreal at an increase of salary. Until such time as the budget will permit of larger salaries a turnover of this kind must be expected.

Courses in Public Health Engineering, School Health Inspection and Social Hygiene were given under the Summer Session in 1926 and will be given again this year. In conjunction with the National Tuberculosis Association, Home Study courses have been arranged in Health, Hygiene and Disease Prevention.

Courses in control of communicable diseases and in Industrial Hygiene have been given at Teachers' College by Drs. Pope and Pedley, and Dr. Emerson will give an additional course at Teachers' College in the Summer Session in communicable disease control this year.

There are three students registered for the degree of Master of Science in Public Health, one of whom will complete her work in September of this year. The qualifications of other applicants are being considered at the present time.

Volume II of Studies in Public Health, including articles published up to January, 1926, has been issued, and Vol. III is ready for the binder now and will include the following which have appeared in various public health periodicals within the past year.

Lectures have been given before lay and professional groups numbering about 10,000 at the following places:

| Scranton | 2 | Toronto 2 |
|---------------|---------------|--------------|
| Bridgeport | I | Malden |
| Newark | 2 | Baltimore 2 |
| Cleveland | | Binghamton 2 |
| Boston | 4 | New Haven 3 |
| Jamaica | | Auburn |
| | | Albany |
| Roslyn | I | Buffalo |
| Warwick, Pa | I | Wakefield |
| New York City | 4 | Asbury Park |
| | Atlantic City | I |

The following subjects were the principal ones dealt with:

Diseases of later decades of life.

Periodic health examinations.

Personal responsibility for health.

Child health a parental responsibility.

Concentration clinics.

School health.

The tuberculosis situation in Boston.

Ventilation.

Stream pollution.

The Institute, through its members, is participating with the following: National Research Council on Studies of Industrial Hazards.

Bureau of Chemistry of Department of Agriculture—Conference in Washington on Lead and Arsenic in Spraying of Fruits and Vegetables.

Health Section League of Nations, Conference of Experts on Certified Causes of Death, in Geneva (calling for a month's absence to attend).

- U. S. Public Health Service—Member Board of Consultants, Ohio River Investigations.
 - U. S. Public Health Service—Board of Excreta Disposal.
- U. S. Public Health Service, U. S. Dept. of Agriculture and others—Special Inter-Departmental Committee on Pollution and Purification of Oysters.

New York Ventilation Commission.

Special lectures given by members of the Department were:

School of Tropical Medicine, San Juan, P. R.: Series of ten lectures and one public lecture. Professor E. B. Phelps.

Sedgwick Lecture on Public Health Diagnosis at Boston. Professor Haven Emerson.

DeLamar Lecture at Baltimore—Environment and Its Relation to Public Health. Professor E. B. Phelps.

At the invitation of the DeLamar Institute of Public Health, Professor Edgar L. Collis of the Welsh National Medical School of Cardiff, Wales, gave two lectures to the students of the College of Physicians and Surgeons.

To the staff of the DeLamar Institute of Public Health was assigned the editorial responsibility for Volume VII on Preventive Medicine of the Nelson's System of Loose-Leaf Medicine soon to be published.

Research

Listed below are the pieces of research in which the various groups of the Institute are engaged:

Study of the health hazards involved in the use of various metals in cooking utensils.—Flinn.

The causes of seasonal variation in growth of children in Canada, Hawaii and New York.—Emerson.

Evidence of probably communicable character of acute rheumatic fever.—Emerson.

Mortality of occupied males in New York City by occupations.—Pedley.

Effect of race on incidence and death rates of the acute communicable diseases of children in New York City.—Pope.

Epidemiology of colds in a controlled country school population.—Pope.

The role of chlorination of water and pasteurization of milk in the reduction of typhoid fever.—Phelps.

Estimated value of baso-philic aggregation test for stippled blood cells.—Pedley.

Bibliography

Publications in the Institute, other than survey articles, are as follows: Arnold, Lloyd: Diarrhea in Infants. *Archives of Pediatrics*, Feb., 1927, 71.

Emerson, Haven: Health and Hospital Survey of Bethlehem, Pa., 1925. Report on Tuberculosis in Boston. A Survey. October, 1926.

Emerson, Haven, and Hughes, Harriett E.: Death Rates of Male White Physicians in the United States by Age and Cause. *American Journal of Public Health*, 1926, Nov., 1088.

Flinn, F. B.: Radioactive Material an Industrial Hazard. Journal American Medical Association, Dec. 18, 1926, Vol. 87, 2078.

The So-called Action of Acid Sodium Phosphate in Delaying the Onset of Fatigue. Reprint 1094 from *U. S. Public Health Report*, July 16, 1026.

Antrum Sinusitis Complicated with Radium Poisoning, Laryngoscope.

Pedley, F. G.: Chronic Poisoning by Tin and Salts. *Journal Industrial Hygiene*, 1927, Vol. IX, No. 2, Feb., 43.

Phelps, E. B.: Chlorination of Water and Sewage. Journal Boston Society of Civil Engineers, 1926, XIII, No. 445: 150.

Scamman, C. I., and Pope, A. S.: Diphtheria Immunization in Providence.

Journal American Medical Association, 1926, 2-19, Vol. 88, 563.

Emerson, Haven: The Control of Communicable Disease. Report of Committee on Control of Communicable Diseases of A. P. H. A. Reprint 1129 from U. S. Public Health Reports, Dec. 17, 1926.

DEPARTMENT OF SURGERY

It has seemed wise to defer any radical changes in the surgical curriculum and teaching until the move is made to the Medical Center. The past year, therefore, has followed the lines of the last four or five in the three years of surgical instruction.

Because of the need for more training in general surgery for some of the younger group of junior attending surgeons at the Presbyterian Hospital as a preparation for increased responsibility, it was decided four years ago to discontinue the resident system on the surgical service at the Presbyterian Hospital, because with the limited number of beds on the surgical service it would have been difficult to provide enough experience for the men mentioned as well as for the resident staff of surgeons. Furthermore, the group referred to were spending practically their entire time at the

hospital and in that sense were residents. In planning for the new hospital, a change in the present organization of the service will be needed. We are loath to assume the disadvantages of the resident system as exemplified in some other clinics, but a group of surgeons more experienced than the interne staff to act as a link between the interne staff and the attending staff will be required.

The past three years have been a period of preparation not only in the material building of the new Medical Center, but in the planning on the part of the clinical staff for the larger organization needed to carry on the work of a larger hospital service. From the standpoint of the surgical department the study of this problem of reorganization brings out certain clear-cut facts. These may be divided into the new opportunities that the combined hospital and medical school will bring to the Surgical Staff and the duties that an enlarged service in a fully equipped hospital will demand of the surgeons.

The close geographical and personnel relations of the hospital and medical school provide very unusual facilities for both laboratory and clinical investigation. Hitherto the Surgical Research Laboratory has been so geographically isolated that the clinicians have been unable to carry out experimental work necessary for a very productive surgical department. The new laboratory, in cooperation with the laboratory of General Pathology, is on the same floor level as the operating pavilion.

The special branches of Surgery such as Urology, Gynecology, Children's Surgery, Neuro-Surgery and Plastic and Reconstruction Surgery will be operating in geographical continuity with General Surgery. This close relationship carries with it the opportunity to give post-graduate work in General Surgery in these special branches of Surgery. This training should be given in the acquisitive and formative period of the young surgeon's life and constitutes the most important fact in the only therapeutic branch of General Medicine that can be acquired only by manual experience in the various operative fields.

The enlarged surgical service located as it will be in a modern, fully-equipped hospital, will require the more complete organization of special services for out-patient surgery, fractures, plastic and reconstruction surgery, the surgery of metabolic diseases such as thyroid disease and diabetes. The more experienced surgeons on the Attending Staff will have to spend more time in this work of organization with the help of younger surgeons of greater experience than the interne staff.

The location of the hospital, far uptown and caring for a clientele requiring emergency surgery, will demand the services of a group of surgeons resident in the hospital, or greater experience than the house surgeon. That is, much of the night work and accident-ward work will of necessity require the services of experienced men, resident in the hospital, because the distance to be travelled by attending surgeons, except for exceptional cases, is greater than at present.

The present recognized necessity of giving the younger groups of surgeons in university hospitals facilities for spending half of their time in laboratory investigation and half in clinical work must be recognized by the hospital and medical school if they are to keep abreast of the progress that is being made in several of the university hospitals in this country and abroad.

In the main there are two solutions to this problem. The first of these, the Resident System, as it is known in hospital circles, has been in operation in many university hospitals. The advantages of this system are equalled by the second, the Fellowship System. There are two definite faults with the Resident System which do not go with the Fellowship System. Because of the centralized responsibility assumed by or granted to the resident and his assistant residents they become autocratic in running the surgical service and decrease the efficiency of the Attending Staff. Because of the centralization of the operative work of the Resident Staff too much of their time is spent in clinical work and not enough in laboratory and investigative work.

The so-called Fellowship System is based upon the granting of Fellowships to surgeons having completed their interneships and desirous of working for a period of two to five years in post-graduate study. These men spend half their time on clinical work, out-patient and in-patient, and half their time in laboratory and clinical investigation. Their work is under the supervision of the attending staff, and they are granted clinical responsibility in no sense at the expense of the authority or supervision of the more experienced clinicians. This system has been in operation only in more recent years and in but two or three university hospitals.

To meet the opportunities and demands of the surgical service in the new Medical Centre the following recommendations are made:

- 1. The establishment of six Fellowships in General Surgery;
- 2. The surgeons to be appointed shall be chosen from graduating internes of our own or other hospitals of outstanding merit and promise;
- 3. The appointees shall reside in the hospital and except in rare instances shall be unmarried:
- 4. An annual stipend of from \$1,000 to \$1,500 shall be given these men according to their term of service and advancement. This amount shall be derived from the interest of the Fellowship endowment;
- 5. The time of the Fellows shall be divided during the year between active clinical surgery and research work to be determined by the previous training, the proclivities of the individual and his choice of the branch of Surgery for which he desires to prepare himself;
 - 6. The term of the Fellowships shall be from two to five years;
- 7. An active cooperation and exchange of Fellows between General Surgery and the Laboratory and surgical specialties is most desirable and has been promised by these departments.

Presbyterian Hospital

The demands on the staff in going over the plans for the new buildings and preparing lists of equipment is beginning to diminish, although a considerable amount of time still is needed in revising and checking up.

During the past year more and more use has been made of the valuable follow-up material, both from the clinical and pathological side, and at the staff conferences the various men have reported upon the subjects that they were particularly interested in, and the results of comparing the results five years ago with those of today have been exceedingly encouraging in some instances, though less so in others. In one discouraging field in particular, encouraging results have been noted, namely in the radical operation for carcinoma of the stomach. Here some seventeen percent of the patients survive beyond the five-year period. The subject of radical as compared to conservative surgery in ulcer of the stomach and the duodenum is being studied by Drs. St. John and Whipple. A definite contribution has been made in the operation for osteomyelitis by Drs. Auchincloss and Smith. Dr. Hanford after a period of some ten years of study has systematized the treatment of tuberculosis of the lymph glands. As a result of Dr. Janssen's interest in the Proctology Clinic and his work in the wards, the patients with rectal lesions have been giving much more satisfactory results. Drs. Penfield and Cone have been studying certain types of headache following trauma with promising results with intraspinal injection of air. Dr. Penfield has been asked to read a report on his neurocytological studies at the British-American Neurological Meeting in London this coming summer.

The appointment of a member of the Surgical Staff interested in bacteriological problems as related to surgery has been more than justified in the work that Dr. Meleney has been doing in the last two years. Because of his interest in streptococcus infections he has been able to be of assistance to two hospitals in which the streptococcus has been a very serious complication in surgical wounds. He is reporting this month the results of a sixmonths' study of anaerobic wound infections in another hospital, and as a result is able to report the discovery of a new pathogenic anaerobe which is a real contribution both to bacteriology and to surgery.

The subject of skin preparation in its relation to mild wound infection has been studied during the last two years. It is hoped that, when the Hospital moves to its new buildings, with the wards and operating room twelve and fourteen stories above the street level, the wound infections of a minor nature that have been occurring at the Presbyterian Hospital will be very largely if not altogether eliminated.

An effort has been made to increase the facilities in Physiotherapy and to make use of the interested cooperation of Dr. Norman E. Titus, both in the Out-Patient Department and in the Wards. Because of lack of space it has not been possible to carry out the program as was desired, but at the new Vanderbilt Clinic where ample facilities will be provided, it is hoped to make full use of physiotherapeutic methods.

Dr. Titus has been teaching graduates Physiotherapy during the past three years, and for the last two years lectures and demonstrations have been given to sections of the fourth-year class.

Bellevue Hospital

The first Surgical Division at Bellevue Hospital has continued to share in the teaching of the Fourth Year students. Under the direction of Dr. McCreery and aided by Dr. A. V. S. Lambert and Dr. R. S. Hooker, the unusual facilities have been well used. The better development of the unit history and follow-up systems have enabled them to present the surgery of certain chronic conditions but especially the diagnosis and treatment of injuries and acute conditions. This portion of the students' work has been unusually well rounded out by their autopsy training with Dr. Vance, who has had at his disposal the large amount of material coming into the Medical Examiner's Office.

Orthopaedic Surgery

Work at the College in the teaching of Orthopaedic Surgery during the past year has been carried on much as has been the case in previous years, with no changes of any importance as to the amount of time given to the work of the general plan.

There are a good many problems under study at the Hospital, among which are the following:

An extensive analysis is being made of the results in the treatment of tuberculosis of the spine, knee, hip, ankle and the joints of the upper extremity, both those treated conservatively and by operative procedures, and an end result study of cases of scoliosis. An attempt is also being made to get more accurate knowledge of joint disease by the careful study of tissues removed from all types of joints at operation.

Bibliography

Following is the list of publications for the Department during the year: Carp, Louis: Cholecystectomy and Appendectomy: Pulmonary Emboli. Staphylococcus aureus sepsis, osteomyelitis of femur radius and mandible. Penetrating ulcer of lesser curvature of stomach with interesting symptoms. Resection. American Journal of Surgery, Feb., 1926, 38. Branchial fistula—its clinical relation to irritation of the vagus. Surgery, Gynecology and Obstetrics, June, 1926, 772.

Branchial Anomalies. Address delivered before the Bergen County Medical Society. Nov. 9, 1926.

—(with Franklin M. Stevens): Toxicity of filtrates of Staphylococcus aureus from human infections and from normal nasopharynx. *Proceedings of the Society for Experimental Biology and Medicine*, 1927, March, 592.

Circuminjection of Autogenous Blood in the Treatment of Carbuncles. *Archives of Surgery*, 1927, April, 868.

Foreign Bodies in the Intestine. Annals of Surgery, 1927, April, 575. Lung Abscess. Rupture of Metapneumonic Empyema into Bronchus. In publication, American Journal of Surgery.

Fracture of the Fifth Metatarsal Bone, with Special Reference to Delayed Union. In publication, *Annals of Surgery*.

Cone, William V. (with Wilder G. Penfield): Acute Swelling of Oligodendroglia. A Specific Type of Neuroglia Change. Archives of Neurology and Psychiatry, 1926, xvi, 131.

Idem. The Acute Regressive Changes of Neuroglia. (Amoeboid Glia and Acute Swelling of Oligodendroglia). J. fur Psychol. u. Neurol., 1926, 34, Heft 3u. 4, 204.

Cutler, Condict W., Jr.: Fractures of the Head and Neck of the Radius. *Annals of Surgery*, 1926, Feb., 267.

Darrach, William: Fractures in the Aged: Their Prognosis and Treatment.

Americal Journal of Surgery, Vol. 1, No. 1, July, 1926, 37-39.

Why Study Medicine: Delivered before the Student Body, Ann Arbor Medical School, Oct. 19, 1926.

The Object and Outlook of the School of Tropical Medicine. Address delivered at the Inauguration of the School of Tropical Medicine of the University of Porto Rico, Sept. 22, 1926. *Porto Rico Health Review*, Vol. 22, No. 4, Oct., 1926.

Grading of Nursing Schools. Read before the American Hospital Association meeting at Atlantic City, Sept. 30, 1926. *Hospital Management*, Oct., 1926.

Fractures of the Shafts of the Long Bones. Delivered before the Interstate Post-Graduate Assembly, Oct. 20, 1926, at Cleveland, Ohio. Proceeding of the Inter-State Post-Graduate Medical Assembly of North America, 1926.

The Educational Aspects of the Medical Center: Herald-Tribune, Sunday, December 5, 1926.

Dowd, Charles N.: Some Details in the Repair of Cicatricial Contractures of the Neck. Surgery, Gynecology and Obstetrics, 1927, March, 396.

Cunningham, William F.: Raynaud's Disease—A Pathological Entity. Report of a Case Following Leriche Operation. New York State Journal of Medicine, Vol. 26, No. 23, Dec. 1, 1926.

Gile, Harold H. (with M. M. Melicow): Radiographic Simulation of Renal Calculi by Papillomata of the Skin; Report of two Cases. Surgery, Gynecology and Obstetrics, Feb., 1927, 230.

Farrell, B. P. (with H. L. von Lackum and Alan de F. Smith): Congenital Dislocation of the Hip. *Journal of Bone and Joint Surgery*, July, 1926, viii, No. 3.

Hibbs, Russell A.: Orthopedic Surgery and the Graduate Nurse. American Journal of Nursing, Sept., 1926.

Some Aspects of the Problem of Joint Tuberculosis. Southern Medical Journal, April, 1927, Vol. xx, No. 4, 278-280.

A Preliminary Report of Twenty Cases of Hip Joint Tuberculosis. Treated by an Operation Devised to Eliminate Motion by Fusing the Joint. *Journal of Bone and Joint Surgery*, July, 1926, Vol. viii, No. 3, 522–532.

Lambert, Adrian V. S. (with Frank B. Berry): The Mediastinum Paths of Extension of Infection. *Archives of Surgery*, Jan., 1927.

MacGuire, Constantine J., Jr.: Ulcer of Jejunum, 2 Cases. Ulcer of Stomach, 2 Cases. Annals of Surgery, Dec., 1926.

Carcinoma of Jejunum. Recurrent Ulcer of Jejunum. Annals of Surgery, May, 1927.

Martin, Walton: Hepatitis and Its Relation to Cholecystitis. *Annals of Surgery*, 1927, April, 85.

Mathews, Frank S.: Outlook for Life and Health of the Gall Bladder Patient. Prepared in conjunction with the New York Life Insurance Co. Read at the meeting of the Society of Life Insurance Examiners. To be published in their transactions for the year 1926–1927.

McCreery, John A.: Linitis Plastica—Complete Gastrectomy. *Annals of Surgery*, May, 1927.

Carcinoma of Stomach, Seven Years Following Operation. *Annals of Surgery* (in publication).

Ulcer of Stomach, Seven Years Following Balfour Operation. *Annals of Surgery* (in publication).

Dislocation of Lower Epiphysis of Femur. Closed Reduction. *Annals of Surgery* (in publication).

Moschcowitz, Alexis V. (with Ralph Colp and Percy Klingenstein): Late Results after Amputation of the Breast for Carcinoma. *Annals of Surgery*, August, 1926, 174.

Penfield, Wilder G. (with Dr. Cone): Acute Swelling of Oligodendroglia. A Specific Type of Neuroglia. Archives Neurology and Psychiatry, 1926, xvi, 131.

—(with Dr. Cone): The Acute Regressive Changes of Neuroglia. (Amoeboid Glia and Acute Swelling of Oligodendroglia). *J. f. Psychol. u. Neurol.*, 1926, Bd. 34, Heft. 3 u. 4, 204.

The Career of Ramon y Cajal. Archives Neurology and Psychiatry, 1926, xvi, 213.

Medical Student's Memories of the Regius Professor. Sir Wm. Osler Memorial Volume, Montreal, 1926, 385.

Pool, E. H.: The Ordinary Types of Thyroid Diseases. American Journal of Surgery, March, 1926.

Malignant Growths of the Thyroid. Annals of Surgery, 1927, 85, 120. —(with Dr. K. Semsroth): Zur Heilung von Herzwunden. Frankfurter Zeitschrift fur Pathologie, 1926, 34 Band, 451.

Potter, Philip C.: Skeletal Traction in the Reduction of a Supracondylar "T" Fracture of the Humerus. *Annals of Surgery* (to be published).

Smith, Alan DeF.: Evolution of the Spine Proceeds. *The Nation's Health*, July, 1926, Vol. viii, No. 7.

Stout, A. P. (with Cushing, H.): Gaucher's Disease. With report of a case showing bone disintegration and joint involvement. *Archives of Surgery*, Feb., 1926, 539-560.

Bases for Prognosis in Oral Epitheliomas. The Journal of the American Dental Association, 1927, April 1.

Titus, Norman E.: Physical Therapy Today, American Journal of Surgery, Vol. 1, No. 1, July, 1926, 15-20.

Physiotherapy Shortens Recovery Period after Injury. The Nation's Health, July, 1926, Vol. viii, No. 7.

A Portable Whirlpool Bath, Physical Therapeutics, Vol. 44, No. 11, Nov., 1926.

Physiotherapy in Medicine and Surgery, American Journal of Surgery, Vol. i, No. 4, 1927, April, 341-345.

van Beuren, Frederick T., Jr.: The Use of Enterostomy in Acute Ileus.
The Time Element—A Preliminary Report. American Journal of Surgery, New Series, Vol. i, Nov., 1926, 284.

—(with Beverly C. Smith): The Status of Enterostomy in the Treatment of Acute Ileus. A Statistical Inquiry. *Archives of Surgery* (in publication).

Vance, B. B.: Fractures of the Skull. Complications and Causes of Death. A Review of 512 Necropsies and of 61 Cases Studied Clinically. *Archives of Surgery*, Vol. xIV, No. 5, 1023.

Vaughan, Harold S.: Surgical Correction of Maxillary and Palate Defects in Cooperation with the Orthodentist and Prosthodontist. *Dental Cosmos*, Jan., 1927, 63.

Important Factors in the Treatment of Cleft Lip and Cleft Palate. Annals of Surgery, Aug., 1926, 223.

Some Thoughts Concerning Pulpless Teeth, Journal of Dental Research, Sept., 1926, 181.

von Lackum, H. L.: Operations in the Treatment of Spastic Paralysis, Journal of Bone and Joint Surgery, July, 1926, viii, No. 3, 590-600.

Walker, John B.: Late Results of Fractures of the Long Bones, a Statistical Study of 24,954 World War Cases. *Medical and Surgical History of the World War*, Vol. xi, Chapter xvii.

Late Results of Fractures of the Long Bones, a Statistical Study of 22,954 World War Cases. Special Articles, *United States Veterans' Bureau Medical Bulletins*, April, May, June and July numbers, 1927.

Weeks, Carnes: Primary Sarcoma of the Omentum. Proceedings New York Pathology Society, Jan.-May, 1926, 106.

Whipple, Allen O.: Lesions of the Liver Requiring Surgical Therapy. Read before the state meeting of the Academy of Medicine, Dec. 2, 1926 (not published).

Infections of the Mediastinum. Read before the Practitioners' Society, March 4, 1927.

Side-tracking Operations for Common Duct Obstruction. Read before N. Y. Surgical Society, April 27, 1927 (in press).

The Relation of the Reticulo-endothelial System to the Splenomegalies Associated with Non-Specific or Secondary Anaemia. New Orleans Medical and Surgical Journal, May, 1927, Vol. 79, No. 11, 800-815.

Yeomans, Frank C.: The Role of Infections in Proctology. The Medical Journal and Record, Sept. 1, 1926.

Respectfully yours,

WILLIAM DARRACH, M.D.,

Dean

June 30, 1927

SCHOOLS OF MINES, ENGINEERING AND CHEMISTRY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1927

To the President of the University

SIR:

I have the honor to submit to you the following report on the work of the Schools of Mines, Engineering and Chemistry in the academic year just closed.

From the annual reports to the Dean made by the several departments the following brief resumé is submitted.

The Department of Chemical Engineering finds the number of calls for well trained men in that field much larger than the supply. The completion of the new Chandler Laboratories has opened up to this department more space for research laboratories for staff and students, and has provided long desired laboratories for work on water supply and drainage, and industrial biology. The effect of this additional working space has been at once reflected in the increased number of students engaged in investigations. Thirteen special lecturers were, this year, heard by classes in Chemical Engineering, and visits by classes were made to eleven industrial plants.

Students who are past the years of undergraduate "activities" and are engaged on their work as graduate or professional students frequently lack opportunities for becoming acquainted with more than a very few professors or fellowstudents. For the seventy students of this type in Chemical Engineering the department undertook a little social experiment that proved very successful, namely, a series of receptions and teas to which only students in Chemical Engineering were bidden, except that ladies in number from one to three were asked to act as hostesses. The hostesses who responded

so graciously were representatives of important families of New York, or were acknowledged artists of the dramatic or concert stage. Sometimes a short address was made by someone of distinction in the University or the city. Through these social and intellectual contacts it is believed that this group of students has gained something in acquaintance with the more gracious side of New York life, and in sensing the spirit and meaning of the University as a whole.

The Department of Chemistry has felt the release from the crowded conditions in Havemeyer Hall as it has gradually through the year come into occupancy of the laboratories in the new building as fast as their equipment was completed. The action of the Trustees in officially naming the laboratories of this new building the Chandler Laboratories, in honor of the late Professor Charles Frederick Chandler, has been received by the department with much gratification.

In the Summer Session of 1926, to inaugurate the period of new development made possible by the new Chandler Laboratories, there was offered a very notable series of twenty-nine lectures on the chief lines of present advance in chemistry by twenty-two American and four European chemists. The lectures of this series are soon to be published by the Columbia University Press.

The main feature of the report of the Department of Civil Engineering is a review of the ten years of operation of the Civil Engineering Testing Laboratories under the present organization. The annual cash gross income from work on tests and investigations has steadily increased from about \$4,000 in 1917–18 to more than \$27,000 in the academic year 1926–27. In this period new equipment amounting to \$17,000 has been added to the laboratory, and a fund of nearly \$30,000 has been accumulated and set aside for the purchase of further equipment. Two rooms adjoining the main laboratory were, this year, taken over as additional space, but the laboratories are still crowded and are difficult of access with material to be tested. Until a suitable testing-laboratory building with floor space, head-room, roadway and cranes can be provided, the Testing Laboratories will have to continue to

turn away testing and investigational work of much significance. When on sabbatical leave of absence in the Spring Session, Professor A. H. Beyer, Director of Testing, visited some of the larger university testing laboratories and, while he found several of them better housed and equipped than ours, he found none so active as ours, despite its handicaps as to housing. The main research undertaking of these laboratories, at present, is an investigation on causes of deterioration of concrete in structures being conducted for the laboratories by Mr. D. L. Snader with the coöperation of Professors in other departments, especially Professors Roy J. Colony and E. F. Kern. A preliminary bulletin on the results will soon be published. This investigation has been assisted by the Peters Fund for Research in Civil Engineering.

The Department of Electrical Engineering notes with gratification the expansion and improvement of its laboratories for instruction and research made possible by the occupancy of space formerly occupied by the offices of the Mechanical Engineering Department, which have been moved to the new Physics Laboratories. The machine laboratories, the radio laboratory, the standardizing laboratory and the illumination laboratory have all been expanded and made more effective. Thirteen men were graduated in June with the degree of Electrical Engineer.

In the Department of Geology and Mineralogy, the lamented death of Professor Kemp has been the most outstanding fact of the year. His work was carried through for the rest of the year without addition to the staff. Professor Berkey finished and saw through the press the first volume of the final reports of the Central Asiatic Expeditions. In April he was honored by election to membership in the National Academy of Science.

The increasing importance of Geology, in connection with engineering construction, is illustrated by the fact that Professor Berkey is retained as geologist by the New York City Board of Water Supply on the new aqueduct tunnels and water development, by the Port of New York Authority on the new Hudson River Bridge, by the Metropolitan District

Water Supply Commission of Massachusetts on the new water developments for the Boston district, as well as on several large undertakings sponsored by private interests.

Professor Colony has continued his field investigation in the geologically complicated Schunnemunk Quadrangle in New York, and is responsible for the petrographic side of the research on concrete that is being prosecuted in coöperation with the Department of Civil Engineering.

The greatest improvement in this department's accommodations that has been made in many years was that which gave the branch of Physiography, under Professor Johnson, adequate laboratory and research space through the addition of rooms vacated by the Department of Psychology on its removal to the new Physics Laboratories. There is now a newly equipped laboratory in Physiography, large enough to accommodate well the active work that is going on in that field. A separate map room was also set aside, to serve the whole department as a part of the Library service, accommodating the expanding equipment of this kind for the first time in suitable quarters.

The two major problems engaging the attention of Professor D. W. Johnson through the year were the evolution of the Atlantic coastal plain shoreline, and the origin of the New England Upland. In connection with the former, he aided in the final preparations for a study of mean sea level in New York waters. This was in cooperation with the Committee on Shoreline Investigations of the National Research Council. the United States Coast Survey, the Department of Docks, and the Department of Plant and Structures. Johnson was retained by the Canadian Government as consulting physiographer in the Labrador Boundary Dispute, arbitrated in London during the winter. An extended report was submitted on the physiographic aspects of the case. volume is in press, "Paysages Geographiques," to be issued in Paris, based on Professor Johnson's lectures as Exchange Professor in Engineering and Applied Science.

The study of Micro-paleontology has been stressed in this department for the past four years. Both Dr. Galloway and

Dr. Coryell are now giving a major portion of their time to teaching Micro-paleontology, to research in the subject, and the application of Micro-paleontology, to practical geological problems connected with petroleum geology. It is fair to say that the course in Micro-paleontology, given in this department, is the most thorough course given in any institution in this country.

The Department of Mechanical Engineering reports a most satisfactory year's work without unusual events, except the transfer of all of the offices and laboratories, exclusive of the heavy machine laboratory and the shop, to quarters in the new Physics Laboratories. For many years attention has been called to the need of adequate physical facilities for laboratories for teaching and research in Mechanical Engineering, and special reports have been made on the subject. On March first a printed report on this subject in detail was issued and distributed to Trustees of the University, to members of the Board of Managers of the Alumni Association, and to members of the President's Special Advisory Committee on the Engineering Schools. This report sets forth a plan of development that looks not simply to the present but also to a future of perhaps fifty years.

At the opening exercises of the University in September, the address was made by Professor C. E. Lucke on the subject "Research and Invention." In this address, subsequently published. Professor Lucke gave a masterly exposition of the significance of research in the physical sciences, and their applications through the whole range from the untrammeled researches, pursued solely for the sake of more exact knowledge, to the development of materials, processes and machines to serve our daily needs. He stressed the neces-. sary interaction of pure and applied science, and argued convincingly that although the research laboratories of great industrial units or groups are certain to increase in their productiveness there is nevertheless engineering research to be done in the public interest which can best be done in the engineering laboratories of universities with the powerful cooperation of the non-engineering laboratories and staffs. The

argument supports the proposal to call upon the friends of Columbia, and all those interested in the development here of engineering research, to join in the establishment of engineering laboratories in Columbia University, which shall have a staff and equipment appropriate to the magnitude of the existing opportunity for service to industry, and to the public in general.

In the Department of Mining and Metallurgy, Professor E. J. Hall has served as executive officer through the year. A heavy loss came to this department in the death of Mr. Edwin W. Hale, Associate in Metallurgy, on May 22nd. Mr. Hale had, by reason of his special abilities and tastes, and his wide experience, contributed most valuable assistance to the metallurgical research and instruction in this department in the years of his connection with it. His lamented death came while he was absent on leave on account of ill health.

Among the investigations carried to completion, or nearly so, by the end of the year were metallographic investigations, by Mr. Polushkin, on Ancient Bronzes and on the Microstructure of Dental Amalgam Alloys, by Mr. F. C. Nix on Some Copper-tin Alloys, and Mr. Carson on similar alloys, both involving X-ray examination; studies by Mr. Hyde on Gaseous Reduction of Sintered Iron Ores and Pyrite Residues; by Mr. Swanson on Treatment of Soda Slags of Zinc, Tin, Arsenic, and Antimony, as produced in the refining of Lead and Lead Alloys with Fused Caustic Soda; by Messrs. Morrill and Soltis conjointly with the Department of Civil Engineering on Temperatures of Reaction and Temperature of Transformation of Mixtures of Silica, Lime, Alumina and Iron Oxide, and Preparation of Silicates and Aluminates of Lime; and by Dr. Kern and Mr. Morrill on Separation of Arsenic and Antimony from Lead and Lead-tin Alloys, Smelting of Sulphate Residues of Lead and Tin, and, Separation of Copper from secondary Lead-tin Alloys. Professor Taggart and Mr. Charles R. Ince have spent a considerable part of the year in microscopic investigation of flotation phenomena. Mr. G. A. Johnson obtained good results on Flotation of Oxidized Ores.

Mr. W. W. Loo's thesis on "Reduction of Cassiterite, and the Effect of Slag Composition on the Tin Extraction" has been accepted by the American Institute of Mining and Metallurgical Engineers and will be published this fall. Mr. A. B. Bagdasarian's thesis on "Reduction of Metallic Chlorides by Hydrogen" was presented at the Philadelphia meeting of the American Electro-chemical Society, and will be published in the Transactions of that Society.

While a full list of the publications of the members of the faculty is available in the published University Bibligography, four books that have appeared this year should receive notice here also. Two of them are textbooks evolved from the professional and teaching experience of the authors and embodying the methods used by them for some years with their classes. "Design of Electrical Machinery," by Professor Walter I. Slichter, is a textbook on practical methods of design of continuous and alternating current generators and motors and of transformers of which a distinct characteristic is the constant effort to keep fundamental physical principles before the mind of the student, to bring out the reasons for justifiable conventional practice, and to avoid any blind "substitution of formulas." "Descriptive Geometry," by Charles H. Schumann, Ir., Assistant Professor of Drawing, is the result of the author's experience in teaching the subject here for some years, and is the outgrowth of a departmental policy covering many more. In this book special effort has been made to present the subject in a manner to reach the interest of the student, and to state the problems with such clarity and detail as to render it less necessary than usual for the instructor to supplement the text with extended explanations. A collection of layout problems, "Descriptive Geometry Problems," by C. H. Schumann, Jr., and F. H. Lee has also been published.

The other two books referred to above are comprehensive handbooks in two subjects that have had exceptional developments in the past few years. "Principles of Radio Communication," by J. H. Morecroft, Professor of Electrical Engineering, while technically a second edition of the former book

that has very wide usage, is practically a new book and is the most complete and authoritative work in this field. Faced by the complexities and ramifications of the subject, the author has succeeded in achieving clearness in exposition and thoroughness in treatment, supplementing theoretical deductions by confirmative experimental data. Arthur F. Taggart, Professor of Ore Dressing, has, with the aid of seven contributors, produced a "Handbook of Ore Dressing." recent development in ore dressing has been nearly as rapid as that in radio communication and, as in the case of Morecroft, it has taken a courageous author to undertake the classification and presentation of the knowledge now available on the subject. The reviews of the book indicate that the success of the author and his co-authors is recognized and appreciated. The handbook treats quite fully of the whole range of ore treatment for concentration and contains many excellent sketches, flow sheets and tables. It will doubtless at once take its place as the indispensable handbook for all those who must be well informed in the art of ore dressing.

When a professional school makes changes in its degree requirements the ordinary publicity measures do not reach prospective students very effectively. It appears that few students about to enter college realize that a bachelor's degree can now be obtained from the engineering schools of Columbia University in four calendar years, following which the graduate may proceed in one more year to the attainment of the final engineering degree. To emphasize the present flexible arrangement of the program of study, the Announcement of the Schools of Mines, Engineering and Chemistry, now in press, has been largely recast in form of statement. It carries the following statements.

"Columbia University offers the following programs of study in engineering:

- A four year curriculum in each of the main branches of engineering leading to the degree of Bachelor of Science as the first professional degree.
- A further curriculum of a year of more specialized study leading to the degree of Engineer of Mines, Metallurgical Engineer, Civil Engi-

neer, Electrical Engineer, Mechanical Engineer, Chemical Engineer or Master of Science (in Industrial Engineering).

3. A broader curriculum leading in four years to the Bachelor of Arts degree, in the fifth year to the engineering Bachelor of Science degree as above and in the sixth year to the degree of Engineer of Mines, Metallurgical Engineer, Civil Engineer, Electrical Engineer, Mechanical Engineer, Chemical Engineer or Master of Science (in Industrial Engineering)."

"The last two years before the B.S. degree and the additional year leading to the specified engineering degree are identical in the shorter and the longer course, so that there is perfect articulation between the two programs of study.

"The last three years of the program of study constitute the strictly professional part; the preceding years the preprofessional part. In accordance with the educational principles and the administrative organization of Columbia University, at least the first two undergraduate years leading toward any professional degree are administered by Columbia College, which is organized properly to do this. Hence, engineering students at Columbia have the advantage of being members of the single undergraduate school for men in Columbia University until the completion of the first two years or pre-professional part of the curriculum; namely, two years of the B.S. course or the first three years of the combined A.B.-B.S. course. This pre-professional preparation may be obtained by the student in not less than three years in any good college if the student is careful to arrange his course with a view to securing a sufficient amount of training in mathematics, physics, chemistry and mechanical drafting. A graduate of a four year engineering course can usually expect to complete the work for the B.S. degree at Columbia in one year and for the specified engineering degree in two years."

Furthermore, when extensive changes are made in the curriculum leading to a degree, readjustments have to be made in the light of experience. Experience with the four year B.S. program of study has led the Faculty to make certain changes in it. The requirement of four points of German or French beyond the admission prescription has been dropped. This was because the program of study was considered too

heavy. Also the Faculty has recommended that two years each of a modern foreign language be accepted as alternative to three years of either German or French for admission as a pre-engineering freshman in the four year B.S. course. These changes should make this program of study available to a larger number of students. Other readjustments looking toward the B.S. as the terminal degree for an increasing number of students are under consideration.

In some of the largest undergraduate engineering schools, there is keen interest in methods of judging and rating students not only as to intelligence and scholarship but also as to qualities of character and of personality. While such ratings have value in the placement of graduates, they probably have larger value in inciting students to cultivate higher standards in such matters as reliability, resourcefulness. courtesy and tact, as well as greater striving for better scholastic performance. In some instances well designed systems of personnel study of students have seemed to break down by being too elaborate, yet where numbers are very large some kind of card index system seems necessary for the purpose of keeping track of student individuality. In the Columbia Engineering Schools the numbers are not large and no elaborate student personnel system has seemed necessary. The ratio of the number of the faculty to the number of students is high, and in all his academic relations each student is very much an individual personality rather than just a member of a class. Each student becomes a close acquaintance of a number of members of the instructing staff, and each member of the instructing staff is well known, personally as well as professionally, to many of his students. Hence, it results that the appraisal of students by professors—and of professors by students—is unusually just and accurate. For the placement of graduates in their first work, and often in subsequent changes, this close personal knowledge that our professors have might well be supplemented by some more systematic record in a central office than we have yet undertaken to maintain.

On Friday, May thirteenth, the student Engineering Society entertained one hundred and sixty student representa-

tives from about seventy-five high schools and preparatory schools of the Metropolitan region. Studies of engineering education have, in several instances recently, made clear the desirability of a closer contact between engineering schools and secondary schools, to the end that secondary school students may have better knowledge on which to base their decisions to study engineering, or not to study engineering. The members of the student Engineering Society, out of recollections of their own recent preparatory school days, believed that it would be of real significance to some students in each secondary school to have an opportunity to spend some hours in an engineering school, seeing there the laboratories and the methods of work as well as something of the environment of college life, and talking with engineering students in the midst of their professional study. Beginning with an assembly in which short addresses were made by President Butler, Dean Pegram and Professor Lucke and a demonstration in aerodynamics shown by Professor Quimby, the visitors were escorted in small groups accompanied by some of their hosts to see laboratories in the several buildings of the Engineering Schools. After this there was an hour to visit other buildings or the swimming pool in the gymnasium, and then a dinner in the main dining room in John Jay Hall where other sides of college life were brought out by musical entertainment by the university glee club, and brief addresses by members of the university's staff of athletic coaches. After the dinner the guests and hosts reassembled to hear Professor Pupin discuss in direct and intimate way the value of the experimental method, how it leads to knowing and knowing thoroughly, and to the mastery of the forces of nature.

The boys who were invited to come on this occasion were named by the heads of their several schools. To the coöperation of the principals and headmasters are due thanks for much of the success of the undertaking. Several times the suggestion came from schools that not only would boys like to come on such a visit to an engineering school but that some of the principals and the teachers would also like such an opportunity. The members of the Engineering Society and

particularly the president, Mr. Arthur D. Hyde, and the members of the committees in charge are to be congratulated upon the conception, organization, and very successful carrying out of this enterprise. The necessary expenses were most generously met by the Alumni Association through its president, Mr. Milton L. Cornell.

The returns from the educational questionnaire sent out to about 3,500 graduate and former students yielded 1,203 replies and the results have been collated in part. It is hoped that the collating can be completed soon and that suitable publication can be made in form to reach all the alumni. Of those replying ninety-four per cent like engineering work, six per cent dislike it. Similarly only six per cent are sorry they studied engineering. Eighty-three per cent have been doing work of such a nature that it has required more or less systematic study since graduation. Suggestions for helpful subjects of instruction that the University might make available to graduates, through University Extension courses, put business subjects quite in the lead with science subjects and engineering subjects following about abreast. Opinions as to relative value of several groups of study in the engineering curriculum give the scientific group, physics, chemistry, mathematics, mechanics, etc., 606 firsts, 286 seconds, 145 thirds and 54 fourths; the engineering subjects 382 firsts, 504 seconds, 156 thirds and 58 fourths; the economic group 78 firsts, 223 seconds, 566 thirds and 58 fourths; the cultural group, languages, history, etc., 63 firsts, 91 seconds, 211 thirds and 716 fourths. Of the graduates reporting, sixty-five per cent were in favor of arts college work previous to entering the engineering school. There is strong opinion that there should be more emphasis in the curriculum on business and economics subjects. These brief citations indicate the valuable information, bearing on problems of curriculum and instruction, contained in the results of these questionnaires. general, the results are in line with those obtained at other schools in the investigation led by the Society for the Promotion of Engineering Education.

In December, 1926, the President asked a group of sixteen representative alumni to give the University the benefit of their service, as members of a special committee, to study and report to the President upon the state of our Engineering Schools, and as to what steps should be taken to increase their effectiveness in professional training and research. Under the very able and forceful chairmanship of Mr. Milton L. Cornell. C.E., 1905, this advisory committee has given a great deal of time and thought to a study of the subject before it. Alumni. faculty, students and others qualified to speak on questions of engineering education have been called upon and have freely cooperated in placing information before the committee. That the report of this committee will be of value and importance is certain, that it may be the occasion of large developments is not too much to hope for. In itself the operation of this committee marks a degree of cooperation with our alumni that has hardly been approached before and, in that respect. it should mark a new period in the history of these schools. For the support of the schools in their needs and opportunities, as realized by such a committee as this, there should be found generous support.

Many privately endowed engineering schools have been the recipients of gifts from their alumni in very considerable amounts, for buildings, equipment, salaries and other needs. The Columbia Engineering Schools rank among the oldest, have a large and most successful body of alumni, vet, at least over a period of twenty-five years, there is no record of a gift from an alumnus greater in amount than fifteen thousand dollars, and that amount has been approached in only a few instances. If new funds can be used wisely and effectively for the work of these engineering schools, it should be as easy to gain the really substantial support of our alumni as it has been in the cases of other schools. It requires that the need or opportunity be convincing and be set forth convincingly. There are two needs that have year after year been stated in these annual reports, and that seem so clear that they ought to appeal to alumni or others who would like to give money for a most useful purpose. The Testing Laboratories of the Civil Engineering Department serve the University and the public to the very limit of their restricted space and equipment. To permit them to give greater service a suitable laboratory building is needed. Such a building need not cost a great amount as university buildings go. Similarly our Mechanical Engineering Laboratories need a building or buildings of appropriate type, and the designs for such laboratory buildings are already worked out and ready to be shown to those interested in furthering their construction.

While we must continue to work for the new laboratories just referred to, we must at the same time not fail to express the sense of satisfaction and progress that has come with the completion of the great new laboratories for Physics and Chemistry. These new laboratories have not only provided most generously for working space and equipment in those basic sciences but have also directly given better accommodations for the offices, drafting rooms and instrument laboratories of the Department of Mechanical Engineering. Removal of the Department of Mechanical Engineering from its former quarters in the Engineering Building has in turn permitted the expansion and great improvement of the Electrical Engineering laboratories and of the Testing Laboratories of the Civil Engineering Department. The Department of Chemical Engineering has also profited by additional space. Altogether the change of status as to laboratories, offices, drafting rooms and classrooms has been a revolutionary one as compared to what it was a year ago. All this is fully appreciated by the staff and the students, and they are grateful for the new opportunities given to them in their part of the work of the university.

Again there must be recorded in an annual report the passing of one of those great figures that grew to full stature in this university, and continued for many rich years to add to human knowledge out of sound scholarship and fertile research, and to exhibit in human fellowship the finest qualities of sympathy, helpfulness and friendship. On November 17, 1926, James Furman Kemp, Professor of Geology, died suddenly in the midst of all his many activities. Few men have

attained so high a rank in science and in the profession of teaching, or have approached his popularity with and influence over students. No attempt can be made here to recount his services to the university, to science, and to industry. These have been somewhat recounted in appropriate resolutions of respect adopted by the Faculty of Applied Science, resolutions very inadequate, however, to express the emotions of his colleagues. Already many suggestions have come from Professor Kemp's widespread circle of friends that a suitable memorial, perhaps a generous fund to support geological research, be set up in the university. It would be most appropriate.

Respectfully submitted,

GEORGE B. PEGRAM,

Dean

June 30, 1927

FACULTIES OF POLITICAL SCIENCE, PHILOSOPHY AND PURE SCIENCE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1927

To the President of the University:

STR:

As Dean of the Faculties of Political Science, Philosophy and Pure Science, I have the honor to submit the following report for the academic year ending June 30, 1927:

First of all, I wish to record the satisfaction with which the appointment of Professor Robert H. Fife as Associate Dean of these faculties has been received. His cooperation with the work of this office will make it more effective than it has been. He brings to it ripe scholarship and proved administrative ability. Although he is not expected to be my assistant, I must acknowledge with gratitude the help he will give me in reducing the conflict I have always felt between the profession of being a philosopher and the practice of being a king. We shall both try to be both and, by dividing responsibility, join in hoping for the approval of our people.

The activities of the year have been normal, but, as so often happens, seen in retrospect, they afford occasions for comment and emphasis. We have been favored by the presence among us of a number of distinguished professors from other universities: Professors Rostovtseff, Fay and Faÿ in history, Drach in mathematics, Navarro Tomás in phonetics, Maria de Maeztu in Spanish, and Rowley in Chinese art. There have been few changes in the staff or additions to it. The appointment of Associate Professor Selig Hecht in biophysics marks the beginning of new developments in the Department of Zoology. The availability for next year's budget of the income from the William C. Schermerhorn Fund, the bequest

of Mrs. Annie C. Kane for the support and maintenance of religious work in the University, has made it possible to plan more effectively for advanced instruction and research in the history and doctrines of religion. The new Chandler Laboratories have given to the departments of Chemistry and Chemical Engineering the more commodious housing they have long needed. The new Physics Laboratories also have helped to relieve the pressure on our space. They have provided rooms for the Department of Psychology, among them a much needed laboratory for animal psychology, freed space in Schermerhorn Hall, and made it possible to assign Fayerweather Hall to the Faculty of Political Science.

More commodious housing has been most welcome. We are still too crowded, however,—too crowded to keep consistently free from invasion rooms and laboratories which should be kept exclusively for research and independent of interruptions. Such rooms, like churches, are not idle during the hours in which they may be unoccupied. They depend on their symbolism and imaginative appeal as well as on their industry. Who occupies them is a more important question than when they are occupied. Men, I suppose, without sacred places, readily lose their sense of relative values. But shrines are a warning even to the profane.

The Faculty of Pure Science has created a Committee on Research which will exercise functions similar to the Council for Research in the Social Sciences. It differs from the latter in being a faculty committee in which the Committee on Instruction is incorporated. Both bodies are evidences of a tendency on which I shall comment later. They are—I confess to the hope—emergency measures. They are temporarily necessary and how effective they may be is already shown by the success of the Council for Research in the Social Sciences. Since I make a special report to the University Council on the matter, I will not comment here on the work of the current year. The committee of the Faculty of Pure Science will not begin its work until the fall. There is, consequently, nothing to report about its activities at the present time.

The Special Research Fund which I administer under your authorization, has been used to assist researches of individuals in the following departments: Botany, Chemistry, Economics, Fine Arts, Geology, History, Law, Physics, Romance Languages, and Zoology. Allotments have been spent for salaries of research assistants, technicians, publication, photostating, apparatus, and materials for experimentation. To what result allotments from this fund have contributed in the current and recent years is evidenced in some measure by nineteen publications which vary from brief contributions in scientific journals to extended treatises. Nine other contributions are either in press or about ready to go to press. Recipients of allotments keep this office informed of the progress of their investigations. The accounts of expenditures are kept in the office of the Secretary of the University from which orders go to the Treasurer.

Six Cutting Travelling Fellows were appointed: Donald C. Blaisdell in Public Law, Oscar Cargill in English, Harold I. Iddles in Chemistry, Homer D. Kesten in Pathology, Theodric Westbrook in Greek, and John H. Wuorinen in History. Appointments to other fellowships and scholarships have been reported to the University Council.

I might comment on some of these items at greater length even if they represent the activities of a normal year. I devote the remainder of this report, however, to certain considerations which my experience and observation have increasingly forced on my attention. Some attempt at educational stock-taking may not be inappropriate, although personal opinions may qualify its merit.

The total registration under these faculties, including the Summer Session of 1926 and students registered primarily under other faculties, was 3,439, as against 2,820 for the preceding year. The registration for the Winter and Spring Sessions alone was 2,724 as against 2,270. The number of new students was 1,350 as against 992. The number of degrees conferred was as follows: Master of Arts 558 as against 505. Doctor of Philosophy 168 as against 162. The tables in the Report of the Registrar display these figures in a provocative

manner. From their nature and from our lack of knowledge of what becomes of all these students, the tables do not afford the basis for an estimate of the social and individual value of the education implied by them. They do, however, afford a basis for comment on the situation which these faculties are meeting. They are worth attentive study. They indicate what is going on and stimulate reflection about it. They are intended for that purpose.

In the academic year 1915-1916, the registration under these faculties, exclusive of the Summer Session, was 1,516, the highest in the history of the University up to that year. In 1918-1919, it fell to 774. To-day, it is almost four times the latter figure and not quite twice the former. Because of changes in statistical classification, it is difficult to tell whether the annual rate of increase, since recovery after the war, has been abnormal when compared with that prior to 1915-1916. Apparently it has not. The present size of the graduate school is, however, imposing, and probably reflects social changes fully as much as normal academic growth. During the past ten years, there has been a popular demand for college and university education which has impressed observers. Colleges have been embarrassed by the number of applicants for admission and been forced both to be more stringent in their entrance requirements and to increase their resources by securing unprecedentedly large sums of money. The demand for teachers is now greater than can be satisfactorily supplied. There is little doubt, therefore, that our registration is affected by a popular movement. It is difficult to estimate this movement. We are too much in the thick of it. We are compelled to be so busy with the practical adjustments which it has forced upon us and we are as yet so ignorant of its real causes, that we have had little opportunity to sift and appraise it. We speak of the desire to go to college or university as a demand for education without knowng precisely what we mean. There is such an abundance of reading-matter in the world that one must wonder at times why so many people seem to find it inadequate for their intellectual purposes and are often so willing to be taught by apprentices when they can read the works of masters. For "reading maketh a full man." The inference lies on the surface—"education" is conceived to be a good, not clearly defined, which it is the business of colleges and universities to disburse. Clearly there is a wide-spread social demand on institutions of learning for something besides knowledge, something which is felt to be good and valuable and which is not readily attainable elsewhere. It may, therefore, be interesting to look attentively at the graduate school. One may expect to find there food for thought. For the graduate school is, naturally, one place to look for indications of what is going on in this matter of education.

I am very conscious that what follows is inadequate. The figures cited are for a single year and are made to bear a heavy weight of generalization. There are local forces at work which may appear to be neglected. I have, however, been at pains to compare the figures with those of other relevant years and to remember things which may appear to have been forgotten. Of one thing I feel certain—the result is in general correct, even if it is faulty in details. I could improve the details by encumbering this report, but little would thereby be gained so far as the general impression is concerned. There may be traces of malice in what I have to say, some betrayal of prejudice due to my temperament and occupation. You have a "professional" philosopher for dean. But I am not unsympathetic with what I depict. I could not hope to be a philosopher at all if I were.

In what are our graduate students interested as their interest is reflected in their choices of subjects of major interest? The Registrar lists 30 subjects with a total of 2,736 indicated choices. Taking the first 10 of these subjects which lead in the registration and give a total of 2,191 choices, the answer to the foregoing question is as follows: (1) English and Comparative Literature 603, (2) History 355, (3) Economics 210, (4) Romance Languages 201, (5) Chemistry 198, (6) Psychology 182, (7) Social Science 143, (8) Philosophy 105, (9) Public Law 99, and (10) Latin 95. This leaves 545 choices to be distributed among the twenty other subjects. During the

last five years, Public Law has dropped out of the list of ten twice, and Latin, three times; in their places, Physics has appeared three times, and Mathematics, twice. The relative order of the list has been pretty consistently maintained and also the relative number of choices. The Assistant Registrar tells me that he has been making a similar examination of college students with a parallel result for students not definitely preparing to enter the professional schools. choices represent, not the relative eminence of departments our most eminent department does not occur in the above list. while several of our less eminent do-but the intellectual interests of students and the subjects which are controlling American education with an indication of the measure of that control. Whatever judgment may be passed upon this fact—and it is a fact deserving attention—it is clear that adequate provision for these subjects makes a heavy demand on our resources. They are in a privileged position.

Before commenting further on these figures, I should like to supplement them with others which show the number of graduate students attending one or more courses in these ten subjects. I retain the former figures in parentheses for ready comparison: English and Comparative Literature 631 (603), History 405 (355), Economics 225 (210), Romance Languages 286 (201), Chemistry 224 (198), Psychology 217 (182), Social Science 236 (143), Philosophy 175 (105), Public Law 145 (99), Latin 84 (95). I take these figures as a sample of normal registration and the Registrar's total of 2,736 students whose major interest has been recorded; and I assume that each such student normally attends one or more courses in his subject of major interest. This assumption does not hold in the present instance for Latin, and although it is possible that a few students in a given year attend no courses in their subjects of major interest, the assumption holds generally as is shown by an inspection of individual registrations. It appears, then, that of 2,133 students whose major interest is not English, twenty-eight are attending courses in English; of 2,538 whose major interest is not Chemistry, twenty-six are attending courses in Chemistry; and of 2,631 whose major

interest is not Philosophy, seventy are attending courses in Philosophy. Since fifty students with their major subject elsewhere are attending courses in History, one wonders how many students of English, Economics, Social Science, Philosophy, Chemistry and other subjects are taking advantage of the exceptionally rich offering of our Department of History. One wonders at the various combinations these figures suggest: that of 2,736 students attending a university for graduate study and research only 175 seem to express an interest in Philosophy by attending courses in that subject.

These figures show how tightly departmentalized graduate study has become. Our regulations and administration obviously permit it, but they do not force it. Students have considerable freedom for electing courses outside the department of their major interest. For my part, I could wish that the exercise of this freedom were absolute, not subject, as it now is, to the approval of some administrative officer, except in those courses the character and limitations of which naturally entitle the instructor in charge to determine the number and character of the students who elect it. The fact is, that with such freedom as is allowed—and I doubt if the situation would be much changed if the freedom were greater-it is exceptional for graduate students to elect liberally. They want as much of their subjects of major interest as they can get. That is what they come to the university for and they expect the university to provide enough courses in their subjects fully to occupy their time. If the University had no Department of Philosophy, it is not likely that the registration in other departments would be much affected. I say this without prejudice and wholly for purposes of illustration. Perhaps we have 105 students specializing in philosophy because they think we are strong in philosophy, but it is doubtful if many of them are here because they think we are strong also in history and biology, or that others have not come because they think we are weak in other allied subjects. There is reasonable likelihood, certainly in the case of the better students, that their coming here represents generally the deliberate choice of a recognized opportunity, but it represents the choice of a departmental, not a university, opportunity.

It is easy to get unduly excited about all this. I confess to that tendency myself. My own studies and experience may beget personal opinions which are no less prejudices in me than the prejudices I so readily detect in others. A very high degree of what is called specialization is to be expected in a graduate school and its presence may well be the distinguishing evidence of its quality. It would be splendid if our students of English or chemistry had enough, shall I say philosophy. for their own good and for their social and academic effectiveness. It would measure up to the heart's desire if our graduate students who go forth to be leaders in educating the youth of the land and in extending the boundaries of human knowledge, were specialists to whom poetry was not strange or science unintelligible. It would fall short of that measure, but still be creditable, if, in their ignorance of other things, they pursued their own subjects with a scholar's disinterested respect for truth. I would not deny the fervent hope or forbid the incredible belief. I return to figures, wondering what they mean.

In terms of the total registration for the current year, sixteen per cent, received the degree of Master of Arts and five per cent. the degree of Doctor of Philosophy. These percentages have remained fairly constant in recent years and do not vary importantly in different departments. Candidates rarely exceed the minimum residence requirement for either degree. Since that requirement is, for the Master's one academic year and for the Doctor's two-or one when the candidate has a year to his credit elsewhere—it does not appear that many degrees are awarded in proportion to the student body unless candidates distribute their residence over an unreasonable length of time. Nor do the low percentages indicate that the majority of candidates fail. Our regulations are so administered that students who have proceeded far enough to be seriously considered as candidates, rarely fail. Many students may, of course, fail in the sense that they do not succeed in winning recognition as candidates. The low percentages indicate, therefore, either that many students never become candidates or that candidates distribute their residence over a period of years. Both these conclusions are borne out by the facts and yet leave the indication clear that less than one-half of our students ever go forward with us to a degree. In terms of our registration we are awarding far fewer degrees than one might expect.

I do not know how many years a graduate student should be allowed in which to complete the requirements for a degree. I have been asked the question many times, but am not conscious of ever having made a rational decision, although I may have made some just ones. The trouble lies in the difficulty of determining the merits of the case. It evidently seems undesirable that students should spend too many years around the university and grow old in the service, especially when they appear to be wasting their time and money. And it is clearly desirable that candidates for a degree should be giving their full time to their work without distractions. So we have stated limits for the duration of candidacy—so many years from the date of initial registration. But the number of years is fixed primarily for administrative and practical reasons. If a student can satisfy the scholarship requirements for a degree, it seems unreasonable to deny him the opportunity simply because he has attended the university infrequently or began to attend it long ago. We have been very liberal in the matter. I hesitate to say that we have been too liberal, because there are so many cases which justify our practice. Yet I fear that our liberality encourages too many students to hope that they can win a degree by endurance or to let their studies become incidental to other interests. The part-time student makes little contribution to a scholarly society. He does not promote intellectual solidarity in the student body. He may be getting what he wants, but is giving very little. His social isolation tends to isolate his mind and make him timorous of the unfamiliar. He is apt to stick to one department until he is through. A university in discharging its obligations to society ought not to deny him admittance or refuse him a degree if he qualifies

for one, but it needs to be conscious of what his presence implies. Methods and administration which presuppose full-time students may be inappropriate where there are many part-time students.

In other reports I have commented on the presence in the graduate school of students who are not candidates for a degree or who seek degrees for other reasons than an indication of scholarship. Students of these classes make up the majority of the student body. Our graduate schools have become increasingly with the years something like super-colleges, places to which students resort to continue or supplement their education, to get opinions and authority for opinions, to improve their teaching, and to get information and guidance which will be useful in a variety of occupations. What is often called "professional" interest has been increasingly controlling. "Personal" would probably be a better adjective. I may illustrate this from philosophy. In spite of repeated experience, I am still surprised at the rarity of the student who studies philosophy disinterestedly, with a sincere desire to find out what it has been and is. The usual motive is not love of ideas, but anxiety about them. In Platonic terms. the end sought is not the discovery of ignorance or knowledge, but confidence of opinion. The illustration may be generalized even at the risk of pushing it too far. Disinterested learning, strictly professional interest, or clear utilitarian advantage are not the basal motives which actuate the majority of graduate students. It is something more subtle, something like the belief that more education will do something for them personally, make them happier or socially more prominent and effective. Confidence of some sort is what is wanted. Study is regarded as an instrument for personal improvement rather than an inquiry into the nature of things. Of this, too, a university should be conscious.

In the preceding paragraphs, I have tried to draw a picture of what certain figures suggest and my knowledge and experience support. I may add a further detail from information received from the Office of University Admissions. Many graduate students are poorly prepared to pursue the subjects

of their choice and yet expect full graduate standing. This does not prevent their registration, but it does impede their candidacy for a degree and a liberal distribution of their studies. The matter has caused the Director of Admissions so much concern—and it is a matter of general concern, as recent discussions by the Association of American Universities show—that he has urged the consideration of further requirements for admission. The picture I have tried to draw is, I think, faithful. I have not drawn it, however, with the intention of indicting graduate students for offences. They are the products of our colleges and of their time. They are the products of an education controlled by subjects which are humanely interesting, socially exciting, and intellectually provocative, but which require in a high degree for their competent study, wide information, matured judgment and a ripe experience. Yet children, before they enter college, are often encouraged to discuss whether labor is a commodity and to have ideas about the plays of Ibsen. Education in our colleges, and to a large extent in our schools, is controlled by studies which appeal to and stimulate the æsthetic, moral and practical interests of students. We, parents and teachers, are anxious, and stimulate them to be anxious, about their appreciations, their sentiments, their experiences, their attitudes, their opinions, their intelligence, their morals, and their precocity. These are, beyond a doubt, the things in life most worth being anxious about, but whether anxiety about them-rather than anxiety about ignorance and knowledge, for example—creates the proper atmosphere for education, is quite a different matter.

I will not attempt to decide between the implied alternatives—the debate is as old as Plato and older—nor urge a decision between them. My moral is the simple and obvious one: scholarship and research do not naturally thrive in an atmosphere of this kind. They have to be fostered with deliberate intent and painstaking effort. They will not automatically take care of themselves. Something has to be done about it. Greater control of admissions might help, but I doubt it, and I object to such control for social and economic

reasons. If students can get here what they want, I'd gladly let them. If they are willing to buy here what they think is good. I am willing to take their money. Nor would I advise and regulate them further. As already intimated, I would abolish all anticipatory control of what they do. For I am convinced that playing providence to others is the besetting sin of our frail humanity. Scholarship and research do not imply regulation of students, but regulation of themselves. They lay emphasis on the improvement of knowledge and not on the improvement of persons. It is needless to worry or complain about the students. They pose only one seriously relevant question—shall degrees in the graduate school be controlled by an interest in continued education and personal improvement or by an interest in scholarship and research? If the former, our standards are too high and our methods of instruction questionable. If the latter, our standards are too low and our methods inappropriate. I am speaking generally, and, from now on, I assume that the graduate school, while providing a generous opportunity for continued education, should rigidly insist on scholarship and research in the matter of degrees.

Whether we now confer too many degrees, is a question which, I suppose, one will answer in terms of that conception of a degree which controls one's judgment. I let the question vield to another-How many degrees do we confer? The figures I have already given indicate that not more than fifty per cent. of the students go forward to a degree. I have asked the Office of the Registrar to examine this indication with the result that the figure is reduced to thirty-five per cent. This means that only a third of the student body is degree material with our existing standards. And this means, I am confident, that only a fourth of them needs to be considered seriously in the interest of scholarship and research. It means also that there is so little connection between the number of registrations and the requirements for degrees, that changes in the latter are not apt markedly to affect the former. In fixing our standards and framing our methods we have extraordinary liberty. We ought not to push them beyond what

the traffic will bear, but the traffic will bear a good deal. All that I have said about the education of students before and after they enter the graduate school may be true, but it does not prove that only a small fraction of them have ability. They are graduates of good colleges and come to the University with ambition. They may be getting what they want, but many of them can be selected and stimulated to want something else. Expect them, not in terms of a faltering hope, but in terms of a working opportunity, to do something else, and they will do it. This can be done. It would be presumptuous in me to attempt to tell the several departments how to do it. It is not presumptuous, however, to point out to them that three-quarters of our students need very little of our attention while one-quarter needs nearly the whole of it. Three-quarters need—and want—little more than attendance on lectures. To assign them lessons to do, to supervise their work, correct it and mark it passed or failed, to stand at their elbows in laboratories, to fit our methods and administration to their existence, all this leaves little more than the fragments of a tired day for something else. One-quarter has the promise of the too much neglected something else. There is need of better methods of selecting them and making them conscious that they are a society of scholars.

Perhaps I ought to suggest some method by which this may be done more effectively than it is done at present. Such suggestions are expected of a dean. He would prefer to leave them to the faculties. I might suggest, however, a different kind of qualifying examination for degrees, a kind that would not only test the student's ability and what he knows, but would also reveal to him what he is expected to know. Our current examinations have too much of a backward and too little of a forward look. They are too much a matter of being passed or being failed. They contribute little or nothing to what a student does subsequently. He regards them as obstacles in his way, postpones them in the fear he may not pass, and keeps on taking courses in his subject—when he ought, probably, to be taking courses in other subjects—in the hope that he may eventually pass them. They could

be made to help instead of hinder him. They may be made to test his ability, whether he should be encouraged, and to guide his future when he is encouraged. Our current examinations presuppose that students do what they don't do. When we discover this, we are often forced back on a judgment of a student's intelligence rather than of his performance. He may be a good, alert, intelligent, and able person, and yet be no scholar at all. Selecting the former does not secure the latter, but it could be made to encourage that security. This would take time, but I am confident that it could be made to save time.

I might suggest also that the researches of candidates should assist more than they now do the researches of professors. We too generally presuppose that a candidate should find his own subject and seek a professor to help him. There is merit in this. It can be urged persuasively. I am convinced, however, that it is bad practice and could support the conviction with examples. It involves misplaced confidence so far as the students are concerned. It is so rare that students, through their own choices, discover important and original lines of research, that the fact is negligible for purposes of general guidance. The opportunity should, obviously, not be forbidden, but it should not be controlling. The effect on professors is too disastrous. There already prevails, both in the public mind and in university circles, the opinion that professors have very little time or money for research. It would seem as if the idea of research was getting more and more disassociated from university education and the graduate school. In order to engage in research, professors are asking to be relieved of their university duties and to be subsidized independent of the provisions normally made for them. There is a demand, both within and without our universities, for research committees, research councils, and research institutes to take over what the university is supposed to neglect. I am asked repeatedly by the ubiquitous questionnaire and by persons anxious about the researches of the nation: What is your university doing to encourage research and how much money does it spend? If I answer that we have three graduate faculties, 3,000 students and spend \$2,000,000 annually, I may be complimented for a sense of humor. If I name other things and mention a research fund of \$40,000, I am taken seriously, and 2 per cent. of two million is looked upon as a tidy sum.

I dislike to say these things, but they ought to be said. The popular opinion may persist, but it should be resisted with energy. If professors do not utilize and build on the researches of their students, making what students do aid and illustrate what they themselves are doing, they are losing an opportunity which the graduate school should afford and which the university cannot be expected otherwise to supply. It is often said that graduate students are incapable of helping professors in this way. To this I enter a flat denial based on observation and experience. Graduate students are often paid to do research as outside work when they might as well be encouraged to do it as inside work and pay for the privilege. The trouble is that the researches in which they are paid to assist are not incorporated into the program of graduate studies and the expense provided for in the budget of that program. This means that the professor's research work is not his university work. The popular belief has foundations. How frail they are, is evidenced by the practice of individuals to-day and by the practice of these faculties in the early years of their history, particularly the Faculty of Political Science. That faculty was made by young men who utilized their students. The result was great productivity and a great school. It is a great school to-day and a productive school. But few will deny the reminiscence of a golden age. We may well be conscious of the number of students we need to consider seriously and then proceed to map out a program into which they are expected to fit. So-called research courses are too often simply courses of advanced instruction in which students use research methods for their own improvement. They should be courses which illustrate the individual researches which professors have at heart. Students will then be working with professors, not professors for students. Both will be working together for scholarly ends.

I have dwelt so long on one theme because of its timeliness and importance. Our situation is not, I find, essentially different from what it is elsewhere. With us, however, it is perhaps exaggerated. This is due to our position, our size, our many undertakings, our supposed wealth, and to a policy to which all these things have naturally committed us. I never contemplate this policy without admiration, but, like all humanly admirable things, it has had never intended consequences. We are a genuinely popular university. We have tried to make Columbia University in the City of New York what its name implies. This has often provoked the shaking finger and the shrugging shoulder, but thousands, the world over, are glad. What we are doing should stir the imagination of all who are interested in democracy and education. We could reasonably appeal to the wealth of the city in which we live for a better appreciation of what we are. Our policy, however, while benefiting others has had unfortunate consequences for ourselves. Much that we have been doing can, as we find the space and exercise economy, be made to pay for itself. Much that we do and should like to do, cannot. Whatever we may gain from the former is absorbed in keeping it up and in meeting the demand for enlarged opportunities of the same sort. The demand is so pressing that neither economy nor the gifts of fortune have been sufficient to meet it adequately. In providing for work of this kind, we have been crippled in providing for work of the other kind. Furthermore, the atmosphere in which we live is charged with nervousness. There is the sense of excitement and manifold activity. The city stimulates this. The sense of "things too great for haste, too high for rivalry" is not the natural product of our situation or our way of meeting it. Such a sense requires the deliberate moral effort of individuals if it is to be sustained. There are few of our number who do not yield to the other obligation, of generously sharing in the work of our expanding activities, enhancing the impressiveness of what the University is. They do it at a sacrifice of their own scholarly and scientific interests, denying themselves that freedom from distraction which they need. Forces are driving us over which we have little or no control, and it is not easy lightly to step aside from their path and be unconcerned about them.

The conclusion is farthest from my thoughts that we should try to make the University over. It has found its career. We may take pride in it, and we may take pride also in the fact that, in the administration of our resources, we have practised severe economy and have not incurred debts which we expected others to pay. Our practice has, unfortunately, fostered the superstition that we have all the money we need. It is just because the University has found its career, because our economies must be severe, and because our needs merit more generous public recognition, that I would urge upon my colleagues a more conscious and critical acceptance of what the University is. There is a remark of Burke's which contains much philosophy: "A man's circumstances determine his duties." Circumstances are rarely worth complaining about. They are opportunities for the employment of time. So I return again to that feature of the graduate school which spells an opportunity. From two-thirds to three-quarters of our graduate students are negligible. Of course, I do not mean that they are negligible as human beings, unworthy of concern. I mean that they are negligible in that, provision being made for them, their presence need not control what we do in the matter of scholarship and research. With no damage to them, we can concentrate effort on making better provision for these faculties. In the graduate school it is not students, but professors who need the greater attention.

As I have pointed out in other reports, the Department of University Extension provides such an abundance of courses for continued education and self-improvement, that these faculties need have little concern about that matter. These courses might be more utilized than they are. They can be accepted generally for residence, if the requirements for degrees are correspondingly guarded in terms of scholarship and research. University Extension pays its own way, fluctuates with the fluctuating demand, and can be expected to carry the greater part of that work which does not require endowment and permanent university positions and equip-

ment. This would leave these faculties freer to limit the number of professorial positions and maintain them on a higher level of salary and opportunity. I see no need for these faculties to expand their offering to meet a demand that can be otherwise supplied at less expense. It is better jealously to guard their resources and numbers in the interest of something else than what the number of students in the graduate school represents. Here is an opportunity to be considered.

In making this recommendation a caution is important. There are at present no clear indications of the extent to which University Extension may grow. It makes an everincreasing demand on our space and is apt to get in the way of other things. It has its own special problems and needs. From modest beginnings, it has become one of the most impressive and important of our departments, giving an opportunity to thousands which they are eager to seize. It is no disparagement of it to point out that it has thrived with inconvenience to others through the need of utilizing their space or equipment. My recommendation involves, therefore, renewed consideration of the needs of this department and their adjustment to the needs of others. University Extension is sorely in want of a building and laboratories of its own, freely to do its work and to assist others in doing theirs freely.

There is another opportunity, that of considering afresh the number and character of appointments to these faculties. Again, the size of our registration does not enter into this matter. Professors on these faculties should have both the salaries appropriate to their positions and needs and also the room and equipment indispensable to their studies. I do not forget that this ''should have'' applies to every university officer. Its application to a specific case, however, is not a deduction from its general truth. It depends on the administration of the funds we have for the case in hand. These determine the number of adequate positions we can support. It is needless to say that it is better to support a few adequately than many inadequately. But academic practice, the country over, rarely follows this principle. Influenced by the demand for subjects and courses, it is apt to

look for more money to spend rather than to the wise expenditure of what it has. It sometimes seems as if, in the matter of money, our colleges and universities had learned only how to ask for it, but not how to spend it. The reason is, I suppose, the pressure which students, society and the diversification of education put upon them. They try to meet it. And I would not suggest that there is no nobility in the way they often starve themselves in order that others may be fed. I am urging that such considerations do not apply to the graduate school. Effort there can be concentrated on maintaining positions of the desired type only, and as many of them as resources permit. This is essential for the continued attraction of the scholarly ambitious.

As to the character of appointments, it is evident that the maintenance of scholarship and research on a high level implies individuals whose time is given almost exclusively to that end. There is the recurring temptation to make appointments for other reasons, although every such appointment makes provision for the desired kind of positions more difficult. Our practice would be much improved if no appointments were made except to fill vacancies in a previously determined number of positions or to fill new positions for which adequate resources had been found. I have long been suspicious of the method of promoting individuals and increasing their salaries when such action does not involve a relevant change in what the individual is doing or a transfer to a vacant or newly created position. Unless there are such controlling reasons, one promotion involves the consideration of every other individual in the same class. There is never only one instructor for whom an advance would not be a laudable recognition of the work he is doing and will continue to do. But it is obvious that such promotions cannot be made without increased income. They may benefit individuals for the time being, but in the long run they impoverish both individuals and the university. They tend to keep the general level of positions low both in salary and opportunity. If there is a vacant or newly established position on these faculties which one of our instructors is competent to fill, he ought to be put into it without putting us under the obligation of considering the welfare of his colleagues. He does not damage them. His good is not their evil. But it is their evil when something is done for him alone when there are just as good reasons for doing something for them. I have wished many times that our faculties and departments would decide to act on the principle here indicated. It would increase our happiness and effectiveness. It would stimulate ambition and influence the character of what we do.

We have moved into our present position impelled by the forces which motivate the education of the day. We have reached a point where it does not seem wise to let the movement go on without pausing to consider it attentively in the interest of our future guidance. We can do little or nothing to change the situation which confronts us, but we may confront it differently, with a genuine sympathy with its motivations and a critical consciousness of its defects. Our income is not sufficient to do with the desired satisfaction what we are asked and expected to do. This fact makes it each year more important to examine with care what we are doing. As I have said, the case with us is not unique. It may be exaggerated, but this very exaggeration implies, both for us and the friends of the University a challenge to inject into the situation which the educational movements of the day have created, something of the guidance which it needs. The demand for personal improvement we are meeting abundantly. The desire for more sound knowledge and impartial, impersonal inquiry needs encouragement. Education has produced already enough excited individuals. It is producing too few dispassionate scholars. It has consequently seemed advisable to take the opportunity which a report to you affords, to lay before my colleagues the foregoing considerations in the belief that they merit attention.

Respectfully submitted,

FREDERICK J. E. WOODBRIDGE,

Dean

June 30, 1927

SCHOOL OF ARCHITECTURE

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1927

To the President of the University

SIR:

As Director of the School of Architecture, I have the honor to submit the following report for the academic year ending June 30, 1927.

Youth is the concern of the University and the hope of the future. Youth dares—he pushes ahead, he won the war, he pierces the clouds and he looks at the bottom of the sea.

Our modern Daedalus with noble daring flew across the ocean, but had he not heeded the precautions of the modern Icarus, he might have dropped into the sea as did the Greek birdman.

Maturity senses values of the discovered and studies the record of things accomplished, while youth plunges beyond the horizon of the known. Soon he will be the actor, we the spectators. Ours is the duty of establishing for him fine ideals for his guidance.

In architecture youth is quick to seize the new idea. He is, however, impatient in the study of the old, which is the only sure guide for him in expressing the new idea in good form and in beauty.

It is not easy to distinguish among the new those things which are destined to endure. Elemental forms which are basic must be accepted as permanent, and we must learn to express them with charm and truth.

The forms which must be given to new ideas to make them beautiful are found reflected in the record of analogous expressions of the past. The aeroplane looks, as it should, like a living thing; the automobile does not essentially differ in form from the gentleman's carriage of the past; while the skyscraper tries to look like the Mayan temple or the tower of Babylon.

The human heart is the same as it was when these prototypes were produced, and the sympathetic expression of a new idea cannot get too far away from that which has envisaged similar ideas since the world began. In the University we must discover and hold to those truthful concepts of beauty which endure: which come back as human expressions in every age, modified by each succeeding culture, some times better, some times not so good as the old ones, but always there is a similarity in essence. We must let youth get his inspiration in the things of today, encourage his originality, and if we can persuade him not to stray too far from classic precedent, we may guide him to a beautiful, true and personal expression. In this way we can hope to train architects who accept fearlessly the modern problem; solve it in a modern way, but always conform to those elemental truths which have ever expressed that beauty and good taste which distinguishes all true art and has come down to us as our precious inheritance.

The profession of architecture is in popular favor now as never before. Many schools in all parts of the United States are commencing to teach architecture, and many of those which had rudimentary courses are now expanded into full four-year courses with substantial registration.

Numerous requests are coming into our office for assistants to architects and teachers of architecture, far more than can be supplied. The registration has been permitted to exceed the number we had placed as a proper limit for our facilities, for it is not easy to turn away promising students who are well prepared. The graduating class of this year was unusually well prepared to go out in the field of practice.

Following are the figures of registration in the School of Architecture for 1926–1927:

| Winter Sessi | on Spring Session |
|--|-------------------|
| Candidates for the Degree (all professional | |
| work) | 86 |
| Combined Course (combined with college) . 31 | 36 |
| | |
| Total | 122 |
| University Extension 535 ¹ | 446 ¹ |

¹ Limited registration

Thirteen students in the School of Architecture were graduated with the degree of Bachelor of Architecture.

The Schermerhorn Fellowship Competition, with a stipend of \$1875 for travel abroad, was awarded to Mr. Charles E. O'Hara.

In view of the projected museum of peaceful arts in New York, the subject of the problem was "A Museum of the Peaceful Arts." The jury for this Fellowship was composed of Messrs. Thomas Hastings, D. Everett Waid, Louis Ayres, Raymond Hood, and Professor Everett V. Meeks of Yale University.

Mr. George F. Trapp was placed second in the Competition. The Alumni Medal, awarded annually at Commencement by the Alumni Association of the School of Architecture to the student who has maintained the highest standard in Advanced Design in the two academic years preceding, was awarded to Mr. André Halasz.

The Medal of the American Institute of Architects, awarded annually at Commencement to the student who has maintained, during his entire course, the best general standard of scholarship in all departments was bestowed upon Mr. André Halasz.

Mr. Cecil C. Briggs was awarded a prize of \$25 for the best design in the cover design contest for the *Columbia Alumni News*.

Miss Margaret Van Pelt received one of the Henry Adams Prizes of \$25 from the Beaux-Arts Institute of Design for an "Archaeology Problem of a Romanesque Church."

Mr. Stuart M. Shaw, who won the Traveling Fellowship in 1925, was appointed in 1926 as Fellow in Architecture to the American Academy in Rome to fill a vacancy which occurred because of the disability of a Fellow then in attendance. This year, because of his satisfactory record, he was reappointed to another year as Fellow in Architecture of the American Academy in Rome.

The effective use of an Architectural Library depends much upon the Librarian. Miss Winifred Fehrencamp, who was appointed last year as Librarian, has administered Avery Library and Ware Memorial Library in a satisfactory and effective manner.

The Ware Memorial Library, which now occupies the fourth floor, is to be moved to the sixth floor, contiguous to the drafting rooms and occupying the space now used for the courses in Construction.

This will bring the library in close proximity to the drafting room, will facilitate the use of books by the students and will effect better supervision of the books as well as the use of them when taken to the drawing tables. The Librarian has had wide experience in the handling of an architectural library and is most sympathetic with the needs of the students.

The space on the fourth floor of Avery Hall, now occupied by the Ware Memorial Library, will be converted to one lecture room for the study of Construction, and one new exhibition room for permanent and periodical exhibits. This will liberate a space now occupied on the fifth floor as exhibition space, which will be then occupied as drafting-room space to accommodate the increased size of classes.

Professor William Bell Dinsmoor, the former Librarian, can now devote all of his time to lectures in the History of Ancient Architecture, and his work in Archaeology and the Art of Greece. As heretofore, he goes a part of every year to Greece for certain archaeological work, and to complete some important phases of that subject presented by publications. He continues to give instruction in the School of Architecture each half year.

History of Architecture, Painting and Sculpture are all now given as one comprehensive subject.

Instead of having a course in the history of painting, a course in the history of ornament, and a course in the history of architecture, each one going over the same historical periods, all three of these subjects are now given at one time, to give the student a clearer vision of the art of each culture, and to save repeating the usual process of defining historical periods by dates and events, which seems necessary each time when the subjects are taught separately.

The subject is now taught by illustrating selected representative examples of each period rather than presenting the complete list of monuments, and embracing the architecture, sculpture, painting and ornament in such a manner that the students get a complete picture of the phase represented. These examples are illustrated and the lectures written by the instructor who makes his studies in the actual presence of the monument. In this way a vivid reality is imparted to the student.

In addition to having it thus presented, the time formerly occupied by all three courses is now all devoted to the subjects named, about one-half of which is given to drawings made by students in class, illustrating the subject under the guidance and criticism of the instructor.

The University Extension of which we have general charge, as shown elsewhere, of over five hundred students per Session in the School, places a large burden upon the Staff of the School, and the office is charged with the mechanics of handling the records of the work.

The work in Extension is, however, a source of profit to the University, and the students thus come in contact with the instructors in the School of Architecture, and compete in problems in Design here for awards made under the auspices of the Beaux-Arts Institute of Design.

The Department of Fine Arts which was located in Avery Hall has been removed to Fayerweather, thus liberating an office for Professor Dinsmoor, more space in the Ware Memorial Library, and a combined critics' and seminar room, all of which will relieve the congestion caused by the increased registration of the School.

The School is indebted to Mrs. J. Stewart Barney, widow of the late J. Stewart Barney, architect of New York City for presenting to the School the library of that distinguished architect who was formerly a student here. This gave to the Ware Memorial and to the Avery Library a valuable collection of works which is much appreciated.

Mr. William Mackay, painter, formerly of the American Academy in Rome, gave a series of six large framed engrav-

ings of the Sistine Chapel, which is a welcome acquisition for Avery Hall.

In general, it can be said that the School year was successful and an advance was made in the general character of work accomplished.

Respectfully submitted,

WILLIAM A. BORING,

Director

June 29, 1927

SCHOOL OF JOURNALISM

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1927

To the President of the University

SIR:

I have the honor to submit the fifteenth annual report of the School of Journalism.

The registration for the year 1926-1927 was as follows:

| 1926–27 | | didates legrees | Candidates for Certificates | | Non- Matriculated | |
|--|-----|--------------------|--------------------------------|---|----------------------|-------|
| | Men | Women | Men Women | | Men | Women |
| First Professional Year Second Professional | 35 | 18 | 7 | 2 | 2 | 0 |
| Year | 28 | 18 | 2 | I | 0 | 0 |
| Graduate Students . | 10 | 15 | 0 | 0 | 0 | 0 |
| Totals | 73 | 5 I | 9 | 3 | 2 | 0 |

The first professional year in 1926–1927 included 44 men and 20 women as against 31 men and 21 women in the previous year. Of these, 13 men entered from Columbia College, 2 women from Barnard, 3 men from University Extension, and one woman from University Extension; 19 in all from the University; the remaining 45 had received their college training in various institutions scattered over a wide range, including the following: Adelphi, Alma, Allegheny, Bryn Mawr, Brown, Chicago, Colgate, Cornell, Dartmouth, Duke University, Florida State College for Women, George Washington, Iowa State University, Knox College, McGill University, University of Montana, New York University, New Mexico Teachers College, College of the City of New York, University

of North Carolina for Women, Northwestern, Ohio State University, Oglethorpe, Oklahoma, Presbyterian College of South Carolina, University of Pittsburgh, University of Rochester, Russell Sage, Simmons, College of South Carolina, Syracuse University, Trinity College, University of Utah, University of Virginia, Virginia Military Institute, West Virginia University.

Of the 62 undergraduates in the first year, 18 reported their home residences as being in New York City. The remaining 46 come from the following: California, Colorado, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Massachusetts, Michigan, Minnesota, New Jersey, New Mexico, North Carolina, Pennsylvania, Rhode Island, Washington, D. C., West Virginia, Nova Scotia, Canada.

The number of students graduating with the degree of Bachelor of Literature was 40 as against 44 in the previous year. The number of students who took the degree of Master of Science in Journalism was 10 as against 7 in 1926; the number of graduate students was 25 as against 30 in 1925–1926.

The year was one of quiet progress. The new appointments made and the new courses established proved satisfactory. Mr. Frank Fraser Bond as Assistant Professor took firm hold of the fundamental course in newspaper writing and was also of service in the more advanced work of the second year. Miss Mabel Rollins made a successful new course in department editing, which will, it is hoped, be further developed and give the women graduates of the School greater competence in both newspaper and magazine work. Mr. Chaplin Tyler organized the new courses in trade and scientific journalism on a sound and practical basis which gives justifiable hope of the future usefulness of these courses both to the students taking them and to the papers these students will serve. Dr. J. W. Krutch has maintained the course in dramatic criticism on the high level on which it was conducted by his distinguished predecessors. The absence on leave during the Spring Session of Professor C. P. Cooper was regretted both by his students and his

colleagues, but gave opportunity for a gratifying expression of appreciation of the value of his work and of his devotion to the best interests of the School.

The combination of part-time employment in city newspaper offices with the practical training given in the School laboratories during the second professional year has worked well, and these temporary arrangements for work on the staffs of New York newspapers have in many cases led to permanent appointments. Of the students making up the Second Year of 1926-7 more than half the number had obtained positions before Commencement and many of them were actually at work. The organizations on which positions were obtained included the following:—Asheville (North Carolina) Times; Bronxville Review; Brooklyn Eagle; Cleveland News; Denver Office of the Associated Press; New York office of the Associated Press (2): New York Herald Tribune (2): New York Times (3): New York office of the United Press (3); The World, New York (2); The New Bedford (Mass.) Standard (2); Press Guardian, Paterson, N. J. The other appointments included positions in New York publishing houses and publicity organizations.

It is noticeable that our graduates seek (and obtain) employment mainly on the staffs of the older New York newspapers and press organizations. It is perhaps to be regretted that their choice of positions does not cover a wider range. for experience on a newspaper serving a smaller community than that of New York City would in some cases be of value to them. It is not that our graduates do not have the opportunity, for positions on newspapers outside New York are in many cases offered to them and not accepted, in spite of counsels of prudence from the teaching staff of the School. who are fully aware of the greater stress and competition in the field of metropolitan journalism, which is, indeed, already overcrowded. But the New York newspapers offer the greatest prizes, both in the way of financial return and in that of exercising wide-spread influence; the lure of the great city, which is to be observed in every department of national activity, is particularly appealing to young men and women

of enterprise and ambition who have come to New York conscious of journalistic or literary ability and eager to exert that ability in the widest field possible for its display. training offered by the School, no doubt, tends in the same direction. The student who comes to us desires, as a rule. to develop his powers in one or more of the following ways: (1) by the acquisition of journalistic skill as reporter or copyreader: (2) the improvement of his style by practise in writing under intelligent direction; (3) the training of his mind so that he can reason accurately and lucidly; (4) the acquisition of knowledge which will make his judgment of value for the particular field in which he proposes to exercise his critical or editorial faculties—whether it be politics or finance, or business, literature, drama, music or the plastic arts. The University is obviously the best place for him to receive all these kinds of instruction; and students are no doubt attracted to the School by the reputation of Columbia University and the opportunities it offers in various directions, as well as for the efficiency of its professional journalistic training. The School has also the advantage of being situated in the city in which the largest proportion of news arises and from which it is disseminated all over the country. Having arrived at this important newspaper center and studied it at close range the student is naturally eager to find a place, even though it may be but a humble one, in the complicated machine by which news is gathered, edited and distributed.

Although New York City offers a limited newspaper field in comparison with the whole extent of the United States, it is still one of very great variety. In the newspaper field, as in so many other activities, New York City offers examples of the best and of the worst. We have during the past year had striking expositions of what newspapers can do in the way of exploiting the public interest in sensational crimes or conjugal scandals. It is said, and no doubt with truth, that if the public interest in these things did not exist, the newspapers would cater to it in vain; but it is obvious that this kind of interest can be, if not created, at any rate, encouraged and developed by the satisfaction of an appetite for sensa-

tional and scandalous news. The Courts of Justice, which supply a good deal of the raw material for this sort of exploitation, have become concerned about the uses to which judicial investigations are put under the conditions of modern publicity, and a Baltimore judge has made an effort to mend matters by the imposition of fine and imprisonment in cases of newspaper men who took photographs in court against his expressed orders. The American Bar Association has appointed a Committee on Coöperation between the Press and the Bar with the same ends in view, and there is a growing feeling that in the public interest some action might be taken which would prevent the courts from being used not for the protection of morals, but for their degradation. The British Act prohibiting the publication of the details of divorce and similar cases which came into force at the beginning of this year, seems to have been effective as a check to the kind of publicity which ministers only to prurient curiosity, and which it is difficult for newspapers competing for circulation to restrain by individual or concerted action. Many newspaper men and a host of newspaper readers would no doubt welcome any provision which directed that the dirty linen of distinguished citizens, or citizens distinguished only by linen of exceptional filth, should be washed in private, even when it became matter of legal inquiry.

It must always be remembered that by the side of newspapers which exploit these notorious cases, we have always newspapers which treat them with a sense of responsibility for the public welfare and with the restraint that sense of responsibility implies. It is to papers of the latter class that graduates of the School of Journalism have gone and will, no doubt, continue to go. Very little special training and a very limited education are needed for the purveying of popular scandals and the obtaining of photographs of the prominent figures in them. Journalism in any real sense of the word implies not merely the power of accurate reporting but the ability to select news and to assist in its interpretation by readers who are able to do some thinking for themselves. If it were not so, there would be no place for a School of

Journalism in the University; it is to emphasize this view of journalism and to promote this kind of journalism that the Columbia School was founded; the School Staff, as at present constituted, has no intention of departing from the aims, very clearly stated, which Joseph Pulitzer and the University had in view when the plans for the organization of the School were made.

Respectfully submitted,

J. W. Cunliffe,

Director

June 30, 1927

BARNARD COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1927

To the President of the University

SIR:

I have the honor to submit the following report on the condition and progress of Barnard College during the academic year 1926-27.

The enrollment in our four regular classes has been as follows:

| | | | | | 1925-26 | 1926–27 |
|---------|-----|----|--|--|---------|---------|
| Seniors | | | | | 155 | 175¹ |
| Juniors | | | | | 271 | 258 |
| Sophome | ore | es | | | 227 | 245 |
| Freshme | n | | | | 315 | 313 |
| | | | | | | - |
| | | | | | 968 | 991 |

In addition to these regular students we have had 61 unclassified students and 35 special students, making a total of 1087 primarily registered in Barnard College, an increase of 38 as compared with last year.

Besides the students primarily registered in Barnard, we have had 43 students from Teachers College and 93 from other parts of the University taking some courses at Barnard. These numbers are smaller than a year ago. The total registration has been 1223, a decrease of 3 as compared with last year.

With our present space and resources about a thousand undergraduates are all we can care for, and we believe that this is in general a good size for an undergraduate college. For the next few years at least we will, therefore, concentrate on trying to improve still further the quality of our students rather than to increase their number. This is the policy

¹ Includes ² Barnard seniors registered in the first year of the Medical course.

now being followed by nearly all women's colleges of the first rank.

On Commencement Day 249 candidates were recommended by Barnard College for the degree of Bachelor of Arts. This is the largest number ever presented by Barnard.

There has been one change in the membership of the Board of Trustees, caused by the regretted resignation of Mr. Pierre Jay, for the past sixteen years a member, and for six years Clerk of the Board, who has been obliged to resign because of a long absence abroad. His loss will be greatly felt. Mrs. Frederic F. Van de Water, Jr. has been re-elected to succeed herself as Alumnae Trustee for the term 1927-31.

From the Faculty, Professor Wayman has been absent on leave for the entire year, doing an important piece of work for the Girl Scouts of America. Professors Bush and Shotwell have been absent for the Winter Session and Professors Haller, Haring, Hazen, and Ogburn for the Spring Session.

The Faculty has had three new members during the past vear. Assistant Professor Florence deL. Lowther, of the Department of Zoology, Assistant Professor Elizabeth Baker, of the Department of Economics, and our visiting Professor of Spanish, Dr. Maria de Maeztu, of Madrid, who was with us for the Spring Session. Dr. de Maeztu's presence here has been an immense pleasure and benefit to the College. Her brilliant lectures in three courses have been very valuable not only to our own undergraduates but also to a considerable group of graduate students from Columbia. Her charming personality and her flaming enthusiasm have made her a delightful addition to the life of our residence halls. On her departure, as a token of the pleasure that she had herself enjoyed during her term here, Professor de Maeztu graciously presented the College with two residence scholarships to be held by Barnard graduates at her Residencia in Madrid in future years.

For next year there have been two promotions, that of Associate Professor Henri F. Muller, in the Department of Romance Languages, to Professor, and that of Dr. Grace P. Rice from Instructor to Assistant Professor of Chemistry.

With great regret the Administration reports the retirement of Professor Grace A. Hubbard, because of ill health, after twenty-one years of service in Barnard College. Professor Hubbard has been one of the most stimulating and inspiring of our teachers, and her great interest in the general affairs of the College, combined with her wide vision, have made her a very valued counsellor. We hope that she will be able to continue to live near at hand and to give us the benefit of her advice and companionship.

We regret also the resignation of Dr. William F. Ogburn, Professor of Sociology, who has accepted a professorship in the Graduate School of the University of Chicago. In his place Dr. Robert M. MacIver has been appointed Professor of Social Science. Dr. MacIver comes to us after a distinguished career at the University of Toronto, where he has been Chairman of the Department of Political Science. We look forward with great pleasure to having him as a colleague.

There has been an unusual amount of serious illness in the staff during the past year, but the general health of the student body has shown considerable improvement over previous years. This has been due largely to the fact that the College Physician is now on full time, and that she has been given very helpful cooperation by the residence halls officials and by the resident nurse.

The Barnard community lost one of its best friends this last winter in the death of Mr. David B. LeViness, who had been our Chief Engineer for twenty-four years. Mr. LeViness was an efficient, loyal and devoted officer of the College, ready to serve it at any hour of the day or night, an enthusiastic helper for every department and for all the student organizations. He is greatly missed.

The new curriculum, which went into effect for this year's freshman class, we have watched with the greatest interest. So far as we can judge at the present time, it seems to have worked extremely well for the freshmen. As it provides much more opportunity for choice of subjects and a much wider range, it has proved more stimulating and interesting to most of the class than the former course, and on the whole the

students seem to have done better work than in previous years. We are now guiding this group in planning their programs for the sophomore year, in which we expect them to continue the distribution of their work among the three different groups of subjects. One of the most important tasks facing the Faculty in the autumn is the further consideration of plans for supervision by the departments, during the junior and senior years, of the students majoring in them. This will be a crucial test of the success of the new curriculum. Each department must devise plans for making for its major students a sort of college within the college, prescribing for each student the sequence of courses in the major subject, requiring allied work to supplement these in other departments, gathering its special group together for advice and for stimulating lectures by persons of distinction in its special field. We hope to be able to use our regular weekly Assembly hour for group meetings of this kind. These plans must be completed in time to care for the class of 1930 in its junior year.

Our new curriculum seemed a very bold step away from the traditional requirements of the women's colleges, and we are therefore especially interested to learn that the Vassar Faculty has just adopted a very similar one.

The Committee on Honors has given much time and thought to revising in certain details our Honors Course. We expect to increase somewhat the number of students taking this course and we think that our methods of admission and of administration have been considerably improved. We are eager to make every possible effort to care for these specially competent and ambitious students.

During the year, gifts amounting to \$170,375 have been received by the College. The most important of these is the bequest under the will of the late Mary E. L. Joline of \$100,000 to endow the Mary E. Larkin Joline Professorship of Music, combined with an additional bequest of \$10,000, the income of which is to be used for the Mary E. Larkin Joline Scholarship in Music, and also for necessary repairs to the valuable collection of musical instruments given to the College by Mrs. Joline a few years before her death.

Hitherto Barnard has had no courses of its own in music, but the Barnard students have used largely the excellent courses in the History and Appreciation of Music and in Musical Composition offered by the Columbia Department. We are working out our plans for the new professorship in close cooperation with the Columbia group. We expect to strengthen still further the general courses in music and also to stimulate even more than before the actual practice of music by our students in the Glee Club, in a College orchestra, and in similar activities. Our main aim will be to cultivate the enjoyment of music by the average student, but we hope also that we may produce a few specialists in music, and perhaps an occasional composer. Mrs. Joline was herself a musician and a great lover of music. She was deeply interested in the idea of having an occasional student stimulated to produce original compositions. We are deeply grateful for her bequest and hope to prove worthy of her trust.

A generous gift from the Milbank Memorial Fund has made it possible for us to replace the dilapidated plumbing in Brooks Hall at a cost of over \$42,000. This has been a great help, because the heavy expense of repairing our rapidly deteriorating buildings puts a serious burden on the College income.

We have been greatly pleased by a Thirtieth Anniversary gift from the loyal Class of 1896—\$600 for a library fund. The Class of 1902 has continued the excellent tradition of other Twenty-fifth Anniversary classes by making a gift for unrestricted endowment,—in this case, of \$1,000. The Class of 1917, as its Tenth Anniversary gift, presented a very welcome section of brick walk leading up to the main entrance of Hewitt Hall and further adding to the beauty of our south quadrangle, which is rapidly becoming a very attractive corner of the University grounds. The Class of 1927, as its parting gift, generously presented some table lamps for the Library, which are to be added to by following classes.

We have again had two international fellowships contributed by the undergraduates. One of these has been

awarded to Miss Margaret Goodell, of the Class of 1927, President of the Undergraduate Association, who will use it for study at the Sorbonne next year. The other has been given to the German-American Exchange Committee for award to a German student to come to Barnard next year. One of these undergraduate international fellowships went unawarded last year, because we could not secure a Russian candidate. This one is to be given for 1927–28 to an Estonian student selected for us by Madame Aino Kallas, who visited the College last year.

We have again had gifts from various interested friends making it possible for us to award a scholarship for the summer at the Geneva School of International Studies. This has been given to Miss Sue Osmotherly, of the Class of 1928. Students who have held such a scholarship in past summers have profited immensely by the experience.

Not included in the total of gifts given above, because the money has not yet actually been received, is a welcome bequest under the will of the late Mrs. Fanny Foster Clark of \$100,000 to constitute a Students' Loan Fund, the income of which is to be used to help deserving young women otherwise unable to enjoy the benefits of a college education. We are very glad indeed to have this substantial addition to our funds in aid of students.

An interesting new project is to be carried out during the coming summer in the form of a Summer School for Women Workers in Industry, to be conducted at Barnard College as a separate unit within the general University Summer Session. This will be something like the Bryn Mawr Summer School for Women Workers in Industry which has been carried on for the past five years, but it will differ in being adapted to non-resident students. Its aim is to offer to young women in industry opportunities for the study of Economics, Science, English, and other subjects as a means of understanding and enjoying life. The course will also be planned and directed so that students may gain a clearer insight into the problems of industry and feel a more vital responsibility for their solution. The School will be under

the immediate direction of a joint Administrative Board containing five representatives of the University and five industrial workers. Miss Ernestine L. Friedmann, Professor of Economics in Rockford College, will serve as Supervisor. There is also a Finance Committee consisting of Mrs. Helen Hartley Jenkins, Mrs. Alfred F. Hess, and Dean Gildersleeve. Barnard College provides the buildings free of charge. The expenses of instruction and other costs are being met by contributions. Mrs. Jenkins has generously given \$3,000, the Altman Foundation \$1,000, and a number of other donors are giving scholarships of \$165 each, covering the cost of one student.

There will probably be about forty students in the School. Though this may seem a small enterprise, it is an important and interesting experiment in adult education, in training for the use of leisure, and in friendly cooperation between the Labor groups and the universities. Similar schools will be held in at least two other women's colleges this summer. Ours will, we think, be a particularly important attempt to carry out the idea in this vast industrial centre.

The Board of Trustees appointed during the year a special committee on the financial needs of the College. This consists of Mr. Milburn, Chairman, President Butler, Mr. Beers, Mr. Wickersham, and Dean Gildersleeve, with Mr. Plimpton as Treasurer. A careful study of the financial condition of the College made by this Committee indicates the pressing need for a million dollars additional endowment, in order that our professors and instructors may be paid more adequate salaries. At present many of our officers are obliged to burden themselves heavily with outside work of various kinds in order to make ends meet. This is very harmful to their teaching and their scholarship. We should raise our salaries to a minimum of \$7,500 for professors, \$5,000 for associate professors, \$3,600 for assistant professors, and \$2,400 for instructors. Considering the cost of living in New York, we feel that even these rates are very modest. Though we have several times in recent years increased our tuition fees, we cannot pay these new salaries unless we receive additional endowment to the amount of one million dollars.

The Committee also points out that in order to strengthen our teaching staff at various points and improve the training given to our students, we need further endowment of at least half a million dollars.

We are at present teaching a thousand students in rooms designed for five hundred. For the development of our new work in music, for improving the instruction in foreign languages, for some extension of the laboratory space for Chemistry, Psychology, and Zoology, more room is greatly needed. At a cost of about a million dollars we could erect a new building for academic purposes on Claremont Avenue just to the north of Barnard Hall. To provide for its up-keep an endowment of a half a million dollars would be needed.

As the Committee thus points out, three million dollars is required by the College for immediate and pressing needs.

There are also a number of special needs, much smaller but still important. One interesting item in this list is \$30,000 for a Barnard Camp. This idea, which has appeared in various forms during the last twenty years, took definite shape during the past winter in an experimental form. Various alumnae had contributed about \$2,000 and with this we were able to rent, equip and maintain a small house about four miles north of Ossining in a charming piece of country. The Camp was organized under the Department of Physical Education with a joint committee of Alumnae, Faculty and Undergraduate representatives. It has proved a great success. Every week end the small house has been occupied by a happy group of Barnard campers. We are now convinced that the plan is very helpful indeed for purposes of health and recreation, for developing college spirit and pleasant friendships, and for serving as an agreeable change from New York City life. We want greatly to put the scheme on a permanent basis by having our own camp, and a modest endowment to provide for up-keep. The actual cost of the week ends is, of course, met by payments from the individual students participating. We have hoped this spring to be

able to buy a house we have found near Peekskill, at a cost of about \$12,000, but the money has not been forthcoming. We shall probably have to buy a tract of land of about ten acres and to erect our own simple building. All this, with necessary furnishings and equipment, would cost about \$17,000. If we had \$13,000 more, that would probably provide sufficient endowment. Anyone who would enjoy making a gift of fresh air, exercise, and happy companionship to never-ending parties of Barnard students and alumnae could not find a better investment than this for \$30,000.

The exceedingly valuable and inspiring visit of Dr. de Maeztu has made us more than ever desirous of a permanently endowed international chair, so that we may enjoy a similar privilege each year. Through our connections abroad we are able to secure the best possible visiting professors, but the necessity of raising the money for each one through many individual contributions is an irksome and impeding obstacle. At this vital centre in New York an international chair would be of extraordinary value.

Faculty discussion regarding the award of the Duror Fellowship for the coming year led us to consider carefully our situation with regard to fellowships, and made us realize the urgent need for two fellowships, of a value of at least \$1.000 each, for award each year to the most promising members of the graduating class for a year of graduate work, one to be awarded in the field of the sciences, the other in that of the humanities. For many years, through the generosity of an anonymous donor, we have been able to award the Caroline Duror Memorial Fellowship to "that member of the graduating class who shows most promise of distinction in her chosen line of work." This has been a very valuable stimulus and aid to some of our best students, but it carries a stipend of only \$600 and under present conditions this is not sufficient for the student's expenses. To add to this stipend and to establish an additional fellowship of \$1,000 a year, we should greatly welcome a gift of \$30,000 for a fellowship fund.

Comparatively unimportant though this appeal may seem, it is really bound up with a very vital crisis or turning

point in the history of the higher education of women. For the last half century women's energies in the academic world and in the professions have been largely occupied with battering open or sometimes persuading open the doors of opportunity. To the pioneers who opened for the sex the chances for higher education and for professional work, we owe deep gratitude; but now we should turn our attention in another direction. The doors are for the most part entirely open. The task now facing women is to show that they deserve these opportunities that have been given them. They must demonstrate this by producing an increasing amount of absolutely first-rate work. Let them forget that they have ever been a martyred sex, struggling against handicaps and obstacles; let them take the opportunities now open to them as human beings and concentrate on producing work as good as that of the best men. Could we in this country develop within the next ten years even one Madame Curie it would do more than any amount of general argument to obtain for women the professorships that they desire in co-educational universities

In order that women may achieve absolutely first-rate work in the field of productive scholarship, it is essential that the most promising students should be discovered when they are fairly young, stimulated, and aided to go on with advanced study and research. Many of them need financial assistance. hence the great value of fellowships. Through the establishment of the Guggenheim Foundation and other great groups of fellowships, a fair number is becoming available for advanced work for men and women who have already obtained the Ph.D. or its equivalent. The American Association of University Women is launching a great campaign for a million dollar fund for national and international fellowships for women, many of which will probably be awarded to women to help them over the last year or two before they obtain the doctorate. This is a very vital point at which aid is greatly needed, so that women may write their dissertations under more favorable circumstances than most of them do at present, struggling as they are to earn a livelihood. It remains the duty of the colleges to discover among their own undergraduates

the most promising scholars, to urge them to continue their studies, and to help them through the first year of graduate work. For this purpose we greatly need at Barnard the two fellowships described above.

Of course the production of scholars is not the main purpose of an American college, the chief object of which is to train all-round human beings, with some intellectual interests, to be happy and useful citizens; but as a by-product certainly nothing is more important than for us to produce a few truly excellent specialized scholars and to contribute them to the graduate schools of the country. Of all those so started by the colleges on their scholarly careers a few, we may feel sure, will go on to really distinguished achievement. At the moment nothing else is half so important for the advancement of women in the field of education and the professions.

This launching of youthful scholars on their voyages of research is peculiarly a duty of Barnard, as a college which is a member of a great university. Our belief that we can do it with fair success has recently been strengthened by a cheering bit of news. Of the National Research Council Fellowships in the physical sciences only five in all have ever been awarded to women. Of these five two have been Barnard graduates, products of our Department of Chemistry.

This whole question of higher scholarship for women deserves special emphasis at the present time for another reason also. To our great surprise we apparently face again an old peril which we thought was conquered years ago,that is, the idea that all women should be educated as women only, even up through their college course, and not as human beings entitled to their full share of the intellectual heritage of the race. From many directions during the last two or three years we have heard a recrudescence of the ancient assertion that women need only a diluted sort of higher education, reduced and adapted to their peculiar needs generally by some man, according to his judgment of what they ought to want. Women should have, according to this idea, not just chemistry, as the wisdom and work of all the ages have achieved it, but such proportion of chemistry as someone thinks necessary for a person who is to be mainly concerned

with the food supply and problems of nutrition. They should have not a chance to know all the recent discoveries and theories of psychology, but merely what some specialized expert in the upbringing of children thinks most necessary for a person who is to be concerned mainly with the development of the young.

This movement for diluting and making vocational the liberal education offered in colleges for women is no doubt partly due to the fact that going to college is now fashionable and also economically profitable for women, and therefore many manage to enter who have no real intellectual interests whatsoever. They are naturally dissatisfied, and they and their families are inclined to complain because a college is a college and not a vocational or business school.

Women who manage homes and rear children,—and these will always be the great majority of the sex,—should of course have technical training specially designed to enable them to perform these important duties in the best possible way. This training should be provided for college women and noncollege women, at some appropriate point before or after marriage. But we must again set our faces most strongly against the idea that from an early age all women are to be trained in these vocational lines and these alone, and cut off from a full and undiluted share, for all who desire and can absorb it, in the treasures of the natural and social sciences, the humanities, and the arts.

After these many years of apparently successful efforts to secure for women recognition as human beings, it is somewhat surprising to have our position threatened by new attacks. Perhaps it is necessary, at the present moment, for the women's colleges to arm themselves for a new campaign in defense of our right to a part in the intellectual heritage of the race. But possibly this is a false alarm. At all events, the danger has not so far seriously threatened Barnard.

Respectfully submitted,

VIRGINIA C. GILDERSLEEVE

Dean

TEACHERS COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1927

To the Trustees of Teachers College

SIRS:

I transmit herewith the annual reports of the Directors of the several schools, Institutes and administrative departments of the College.

In retiring from the office which I have held for thirty years, I wish to express to the Trustees of Teachers College, to the President of the University, and to all my colleagues my sincere appreciation of their generous forbearance of my shortcomings and their unfailing support in every worthy undertaking. In unity of effort, in devotion to an ideal, in happy personal relationships, these years are unsullied by any instance of disloyalty or petty selfishness. It is a record of which I am inordinately proud and for which I am indebted to the abounding good will of my colleagues.

This final report gives me the opportunity to review the progress of professional education during the thirty years past. In this movement Teachers College has had a part, but as I view the entire field I realize that the same forces which have influenced us have also been operative elsewhere.

The growth of professional schools is perhaps the most striking characteristic in recent university history. A comparison of the offering in professional education to-day with that of a generation ago shows that not only have professional schools increased in number, but their facilities have expanded beyond bounds conceived as possible by the most enthusiastic promoters of professional training in any earlier decade. In Columbia University, for example, within the period of active administrative service of its present President the three professional schools in existence when he took office have been

entirely rebuilt and six new schools established, with teaching staff, equipment, and student body that stand comparison with the best in their respective fields. It is significant, too, that this expansion within the University system has not been at the expense of either collegiate or graduate instruction; Columbia College and the Schools of Political Science, Philosophy, and Pure Science are stronger and larger than they were when they provided whatever was given by way of fitting their students for the vocations now represented in the newer professional schools.

This development of professional education is the direct outcome, on the one hand, of increasing wealth—the ability to pay for expert service—and, on the other hand, of the increasing complexity of modern life and the inability of most people to cope with the forces that have been released through scientific discoveries. Our international relations and the rise of corporations and of great industrial establishments have affected our schools of law and business; discoveries of the causes of diseases and their preventive treatment are reflected in the curriculum of the medical school; the development of ore treatment to make low-grade ores profitably available has forced a new type of specialization in the school of mines; the invention of new machines for utilizing new discoveries gives new tasks in engineering; the designing and building of skyscrapers is a new problem in architecture; increasing competition in business, in journalism, in pharmacy, and in dentistry, as in every desirable vocation, bespeaks some means whereby those who are willing to fit themselves for superior service may get adequate training; the increase in printed matter in every field, the growth of specialization in every profession, and the general diffusion of knowledge among all classes of our population give an impetus to the training of librarians; and withal the pressure upon elementary and secondary teachers to supply these higher schools with better students and at the same time to satisfy patrons and taxpayers that they are getting their money's worth in better character and better citizens, is the raison d'être of the school of education. These are merely examples of changes that have been

forced upon our professional schools in recent years by conditions that have arisen in the outside world. The willingness of the public to absorb the graduates of professional schools and to pay them in proportion to their ability to render expert service is the correlative factor in the development of professional education. Neither force operating alone could account for the present situation in the American university.

But what is professional education? The answer is that professional education as conceived to-day is not an initiation or introduction into some esoteric order. The professional worker claims no mystic gift or mysterious skill that sets him apart from his fellows. What he has can be acquired by anyone with the requisite intellectual ability who will follow the orderly progression prescribed for learners in his profession. All that the novice needs in his preparation is already in the possession of some master, or can be found in print. It is the business of the professional school to help him on the way that the masters have trod, to give him as much of the masters' knowledge as he can learn in the time at his disposal, to imbue him with their ideals, to put him in the way of acquiring their skill, and, if possible, to make him self-reliant in coping with new conditions and self-directive in the advancement of his profession. In other words, the professional school is a short cut to an objective taken under guides who know where they are going and how to avoid the pitfalls that beset the path of the lone traveller. The professional school, therefore, is at best only one means of providing what is needed by the professional worker. What he is and what he knows when he enters the professional school condition the training that the school can give, and what he is and what he does after he leaves the school determine his professional standing. Professional education does not begin with the professional school, nor does it end there. The professional school is merely a section of the route which the novice takes on the way to mastery in his profession.

The continuity of the educational process through lower schools, the college, the professional school, and on into practical life, is responsible for much of the confusion of mind

regarding the materials and methods of instruction at the successive stages of advancement. It is conceded that a liberal education in the arts and sciences is an essential part of the equipment of every professional worker, but it is sometimes assumed that liberal education ends with secondary school or college. Another fallacious assumption is that professional education has no place in the college and ends with a degree from the professional school. The fact is that whatever a man learns tends either to liberalize or to degrade him, just as whatever he acquires through study and experience is an asset in his vocational capital. The difference that exists between liberal and professional education—and it is very real—is not primarily a matter of mental maturity or of grade of schooling or of subjects of instruction; it is primarily a matter of attitude of mind toward what is learned. In liberal education, the question is what will the subject do for the student; the question in professional education is what will the student do with the subject. In either case, something happens to the learner and he gets something that he can use, but very properly the emphasis is put on *getting* in the college. and on using in the professional school. In the college this emphasis begets an interest in a subject which finds its fruition in devotion to scholarship in the graduate schools. The same subject, taught in a professional school, has a different use; its purpose is not to round out the subject in scholarly fashion, but to be of service in professional practice. The problem of the professional curriculum, therefore, is to choose those subjects which have the most direct bearing on practice, and to select within each subject those materials which can be best presented within the time allotted.

Professional schools, as constituted to-day, are offshoots of the college. Any homogeneous group of students who desire to enter a vocation that promises reasonable security of tenure and satisfactory economic return can find somewhere a group of instructors to guide them and an institution to sponsor their school. Long before this stage is reached, however, the vocation has been drawing on lower school and college for some of its equipment; the rest has been supplied by apprentice training under master workmen. Our oldest professional schools—theology, law, and medicine—grew up outside the college in response to public needs, but their students were nevertheless products of the college, from which was derived most of their intellectual sustenance. A survey of the vocations which college graduates enter nowadays will show that many occupations in public life, trade, and industry are in the position that law and medicine and the other professions were before the university set up its professional schools. From this vocational fringe surrounding the college and through the collegiate system of elective courses designed to meet individual needs, other professional schools will sometime come into being.

The American college, therefore may be unintentionally but nevertheless actually is making a large contribution to professional education. College students with a professional bent may pick and choose for themselves not only the subjects which by an elective system may be directed to their future needs, but they may also offset the systematic presentation of any subject along scholarly lines by choosing to dwell upon those parts for which they see some practical use. This is merely another way of saying that professional education is a matter of learning as well as of teaching. The mental set of both teacher and student must be taken into account.

No subject in the curriculum of a professional school can be taught in its entirety; if, indeed, such a thing is possible anywhere. The accumulation of materials in every field of human interest is now so great that the teacher of any subject at any level is at his wit's end to know how and what to choose. The only guide in the professional school is the needs of the practitioner. The minimum standard is the preparation that best fits the novice to take the next step on leaving school. Herein our professions differ. In some, like law and medicine, the graduate of the professional school enters upon a further period of supervised training under the eye of a master who will tolerate no mistakes. In other fields, like teaching, journalism, and pharmacy, the novice must stand on his own feet from the first day of practice. The amount and kind of

technical training that should be provided in the professional school is fixed by these conditions. The one inflexible requirement is that what is needed in practice must be taught. That school does best which fits its products to take the successive steps in their professional careers in confident, intelligent, and skillful fashion.

A corollary is that whatever should be taught is important. There can be no gradations in professional instruction comparable to lower and higher, or elementary, secondary, and collegiate, as found in the academic field; such distinctions exist only in the development of a subject. Whatever is needed in practice must be taught regardless of its simplicity or its complexity; it may be easy or it may be difficult to learn but it must be mastered. This is the first law in professional training; its application does away at once with all deference to academic traditions regarding the hierarchy of subjects and of gradations within subjects.

A new professional school, an offshoot of the college, naturally carries with it many academic traditions. These traditions crop up in admission requirements, methods of teaching, examinations, degrees, student government, and the like, sometimes to the advantage of the professional school but quite as likely to the detriment of professional education. The most serious transfer, however, is the carrying over of the academic teacher. A professional interest and complacent willingness to accept a new salaried position is not sufficient qualification for teaching in a professional school. The academically minded teacher revels in his subject; he classifies, systematizes, expands, and magnifies it; he has such implicit faith in its educational efficacy that he believes no education complete without it; scholarship is his ideal, and if he be a good teacher, his students are swept along by his enthusiasm. Such teachers are a blessing in an academic institution, but they make trouble in a professional school. Not that scholarship is not wanted in a professional school, but it is scholarship based on knowledge selected and evaluated in terms of professional needs. Even the professionally minded teacher carries over some of the tradition of his academic training. As

he accumulates more and more information within his field, he is tempted to magnify the importance of what he knows; his pride in his acquisitions, especially if he engages in research, biases his judgment; the last new discovery looms large in his eyes—too large oftentimes for professional needs. Indeed, it is as possible to present a professional subject academically as to present an academic subject professionally. It is wholly a matter of emphasis in the selection and evaluation of materials of instruction.

One other fundamental problem presents itself in every professional school. It concerns the length of the curriculum. Here again academic tradition tends to prescribe certain intervals between degrees, but by and large the time spent in formal training for any profession is fixed by the economic return that may be expected from professional practice—not merely the return in dollars and cents, but also the return in human satisfactions. The school that prescribes too long a curriculum in comparison with other schools runs the risk of losing some of its best students and of keeping the plodders whose only hope of success in open competition is the advertising value of an exclusive degree. Legal enactments or the united judgment of prominent representatives of a profession expressed through national organizations may go far toward fixing the limits of professional training, but the prospect of increased compensation for more expert service is the only safe basis for raising standards in any professional school.

The problem of problems in a professional school is to find a way of giving to students, in the limited time at their disposal, that knowledge and skill which the faculty knows are needed for subsequent professional advancement. There is vastly more material available than can be utilized. To meet new conditions or to make use of new materials, there is need of readjustments which are not always easy to secure. The first step is to modify old courses, generally by the process of addition without subtraction. The next step is to introduce new courses. Either method results ultimately in extending the hours of prescribed duties beyond the ability of students to do honest work. A notable example of this tendency was seen in

the medical schools a few years ago when upward of forty hours a week were prescribed for class work. The only sensible thing to do under such circumstances was to reduce the prescription or to extend the curriculum. The medical schools took both ways out. They cut to reasonable length the number of hours prescribed for class work and, being unable to extend the curriculum upward, they forced it downward into the college by requiring a particular combination of courses for admission. By virtue of the elective system, the college has come to the rescue of the schools of law, medicine, and engineering. Other pre-professional courses will be set up in the college whenever the other professional schools discover that they are loaded with more than the traffic can bear.

There comes a time, however, when further extension, either downward or upward, is impossible. When these limits are reached, our professional schools will have arrived at the most critical stage of their development. They cannot do as the college does—offer a choice of courses to suit individual preferences; there is but one choice possible, and that is to choose to do what the profession demands of its novices.

One hindrance to unbiased selection of materials for instruction in a professional school is a departmental organization of the staff. Such an organization has the backing of academic tradition and is fostered in the professional school by pride of ownership in a particular field. A sense of proprietorship is the natural reaction to consciousness of possession. recognition of peculiar responsibilities on the part of some members of a staff is inevitable for administrative purposes, if for no other reason; the expenditure of funds, the equipment of laboratories, and the management of clinical and hospital services are examples of duties that must be assigned to responsible persons. It does not follow, however, that such an assignment of duties confers the right to build up a department of the academic type. A department tends to magnify a subject and to expand a field of knowledge, a process proper enough in an academic faculty or in the research work of a professional school, but wholly out of place in the regular course of instruction of professional novices. The chief

danger of over-developed departments in a professional school is the reluctance of representatives of special interests to subordinate their proprietary claims to the welfare of the student body. The tendency is to check claim against claim as though a curriculum were an aggregation of departmental units rather than a consistent whole. When faculty politics enters, the contest degenerates into a game of give and take between departments in which pacifists suffer and progress is checked. Conservatism is the logical result of self-satisfaction and the possession of power.

Methods of teaching in a professional school have undergone a marked change in recent years. Blackstone's Commentaries and systematic lectures on materia medica were once staples of instruction in our elder schools. Gradually this thrusting of fundamental principles into the foreground has given way to the case system and bedside practice. If the old method tended to hide the trees in the woods, the new method tends to let the separate trees blot out the woods altogether. rational theory would preserve the integrity of both concrete and abstract factors in teaching. A professional school is expected to develop special knowledge, attitudes, and skills in its students. It must take into consideration both the learner and the things to be learned. The neglect of the learner's capacity to learn is a cause of some troubles. The lower his degree of intelligence the more stress upon minute direction and specific tasks. The boy apprenticed to a master workman must be shown what to do and how to do it, and kept in practice until right habits are formed. But at the other extreme, a student of high intelligence who is capable of making his own design may with greater assurance be left to find his own way of execution. The higher the degree of intelligence, the less need of stressing elementary techniques and the greater scope for self-reliance and self-direction. No professional school can escape the obligation of giving its students the skills necessary to advancement to the next step in their professional careers, but it requires some acumen to determine how much technical training is necessary at any particular stage. Considering all that might be taught, the limits of time forbid over-indulgence in any phase of the curriculum. Reduction in time devoted to technical training is correlated closely with increase in intellectual ability. By the same token, the relative emphasis upon concrete and abstract knowledge is primarily a matter of intelligence of the learner.

The mark of superior scholarship is the ability to deal with abstract terms and fundamental principles. How to arrive at a basis of judgment, how to decide whether a thing is good or bad by reference to universals, how to analyze a situation and propose a plan for its modification, this is the aim of good teaching in its higher reaches. The professional school that does not attain some success in bringing its students up to this standard is little better than a trade school. Students of superior intelligence can easily apprehend the fundamentals in any subject, and that without over-much dependence upon their teachers; some succeed in spite of their teaching. But all students are not of that mental caliber; some need help while learning to stand alone. In general, it may be said that most of our students need help and a good deal of it. With most of them, generalization comes late and by dint of much effort. From the teacher's standpoint, the safest approach is by way of concrete instance. Neither philosophy nor religion comes by baptism. Talking about fundamentals, lecturing about general principles, by the teacher, is not the same as understanding by the student. What the learner gets from his instruction is the only criterion of worthwhile teaching. Methods vary with the subject, with the teacher, and with the student. The search for "method," some universal panacea for all pedagogical ills, may be relegated to the realm of quackery. What actually happens with the "case method," the "project method," and the "laboratory method," and similar devices in teaching, is that a way is found by which the learner gets a clear-cut impression of a concrete instance. If then the instance is typical of an important series of facts, the learner comprehends quickly the abstract concept under which all such particulars are subsumed. It is the logical way of learning through a psychological approach. The chief virtue

in the process, however, lies not so much in the method of approach as in the selection of the case or the project or the concrete instance. It must be one that points directly at the generalization which is sought. The generalization once understood, the way is paved for its use in eliminating particulars which do not conform to the standard. The danger in the "case method" is that the fundamental principle may never be adequately comprehended; whereas the fault in the systematic approach is that concrete instances may be wanting in reality. The systematic method copiously illustrated by cases and the use of cases to arrive at fundamentals are but the two sides of the same shield. Again the emphasis falls on the choice of materials of instruction, a choice dictated by the needs of the practitioner rather than by way of developing a subject.

It has been said that a person who lacks a philosophy of life is like a mariner on the high seas without chart or compass. Certainly a professional worker without an understanding of the principles of his profession has no reliable guide to professional success. It is not enough that he should be trained to act under conditions which are familiar. Professional growth must somehow keep pace with professional progress. highest ideal sets a standard of achievement which outruns immediate needs and to which the practitioner may aspire only after years of persistent striving. The professional school that upholds such an ideal and consistently directs its energies to this end will surely inspire some of its students to attain the heights of their profession. But not all students have the stuff in them that makes leaders. Not all mariners are given an opportunity to stand on the bridge or to use chart and compass. While it is well to keep one's eyes on the stars, it is the part of wisdom to watch the path. In every profession there are minor positions to be filled, subordinate posts in which reliable workers may give indispensable service, expert helpers on jobs requiring coöperative effort. A faculty that fails to take into account the range of professional service open to its graduates, or refuses to consider the personal qualifications of its students, is guilty of malpractice, however

high its ideals may be. A little common sense mixed with ideals and standards and honors makes a good combination. The theorist in professional training needs the balance that only actual experience in professional practice can supply.

The problem of securing capable teachers for a professional school deserves serious consideration. The desirable qualifications of an instructor are so numerous as to make him a paragon of human excellence—a gentleman, a scholar, a professional expert, a teacher and philosopher. The emoluments of a teacher's job rarely equal the pay of a third-rate practioner. Faith in youth and love of teaching are the chief inducements to professorial positions. Part-time service by men in active practice can be defended if their activities are confined to what they can do best; but their best is seldom revealed in good teaching, and never in good management. A professional school controlled by a faculty whose interests are centered elsewhere is in reality an orphanage administered by benevolent sectarians. Our best professional schools have rid themselves of philanthropic volunteers, but they have not always succeeded in replacing them with capable teachers. The best results are obtained by giving to young graduates who have the right personality and exceptional ability an opportunity to advance in scholarship and to acquaint themselves with professional practice, either by supervised contacts with professional workers or by actual participation in professional service. Young men trained along these lines are then ready for training as teachers. Unfortunately, this phase of professional equipment is still in the apprentice stage. At best, the novice in teaching can hope for only occasional visits of his superior officers, and too often their criticisms are not constructive. He works behind closed doors; he lacks the stimulus to improvement that would come from active competition with his fellows in shop or in office or in the field. Experience may bring confidence, but it is quite as likely to breed bad habits. Indifference to his task, or dislike of it ultimately quenches all desire to excel. Just how such a situation can be remedied it is difficult to see. No systematic plan of teacher-training is likely to meet the needs of all professional schools. Some instruction in the psychology of individual differences and the learning process might have general application, and by proper criticism bad classroom habits might be overcome; but the fundamental problem in teaching lies in the selection of materials of instruction and their presentation in such a way as to meet professional needs. Inasmuch as our schools have little in common by way of materials or professional needs, it would seem that each one must work out its own salvation. With ever-increasing supply of new knowledge in every field, with curricula crowded to the limit, with the public demand for new professional skills, it is apparent that the next step in advance in professional education must come through better equipped teachers.

The insistent appeal of society for increasingly expert service forces our professional schools to provide for specialization along many lines. In medicine the specialist has almost superseded the family doctor; in law no one aspires to fame in every department; in engineering there is sharp cleavage between service in the line and in the staff; in journalism the range is from business management to editorial writing; in teaching every leader is a specialist, because he stands alone. And, moreover, each specialty implies research and investigation. The search for information, the quest of discovery, not only is the means of defining the limits of a new field of knowledge, but it supplies a life-giving stream to the standard professional curriculum. Academic research may lead the investigator to take more interest in his subject than in his students, but professional research is so intimately tied up with practice that, like charity, it blesses both him who gives and him who takes. Obviously, a course for beginners is not designed to train specialists. Whatever provision is made must be postgraduate.

Specialization of professional service is no new thing, but formal schooling for it is a recent introduction. In most fields the apprentice system still predominates; special knowledge and skills are picked up by working with a master. Coöperation with hospitals and the development of research in medical schools are beginning to offer a new route to medical specialists; journalism finds an opportunity in the difficulties encountered by reporters in getting the chance to qualify for special positions. Teachers College is an outstanding example of a professional school devoted exclusively to specialized training. The reason is that in our lower schools no systematic provision is made for supervised training of teachers after they leave the normal school, and little opportunity is given to qualify for higher positions. In some other professional fields practitioners can get what they want without leaving employment or the expenditure of funds. It follows, therefore, that graduate work in such professional schools will be delayed. The time is coming, however, with the advancement of research and highly developed techniques in practice, when the facilities of the professional school will outweigh the advantages offered by the master specialist.

Specialization presupposes some years of successful experience in professional practice—the kind of experience that reveals one's powers and justifies one's ambition to press forward. It is not merely age, therefore, but primarily a view of life and an appreciation of professional responsibility that come with age, which differentiate the postgraduate student from the novice in training. The two kinds do not mix well. When both are found in the same institution, it is almost inevitable that the interests of one should be sacrificed to the advantage of the other. My prediction is that the Columbia schools of law, medicine, engineering, business, and journalism will eventually become postgraduate schools. The present curricula of these schools cannot be lengthened materially without cutting themselves off from the base of supplies, and it is idle to suppose that a genuine postgraduate school with its mature and self-selected students can be made a mere addendum to anything that now exists. Undergraduate professional schools may be maintained indefinitely, if room and equipment and financial support are assured, but no great university can fail to respond to the obligation of using its resources first of all for the education of those who are to become the leaders in the strategic positions of public life.

The fact that educational progress is conditioned by intellectual ability leads some critics to denounce the work of

American schools and colleges. Comparison is made with schools abroad-particularly German schools under the old régime—greatly to the disadvantage of our own institutions. It is said that two years or more are lost somewhere between the primary school and the university, and withal the foundation for higher education is less securely laid. Be that as it may, the criticism would be much more worth while if its spokesmen knew more of their subject. The American professor who spends a year or two in a German university is greatly impressed with the freedom of teaching and the freedom of learning that prevail in those institutions; he sees students making their way with little help and attaining a conspicuous standing in scholarship, but he does not see what has gone before the university experience and he knows little of the forces that underlie the social system.

The German schools under the old régime—the old régime is the one always set up as an example to us-were state controlled and state administered. Their direction, even if supported by municipalities, was according to state regulations; the curriculum was prescribed by state authority; they were inspected and examined by state officials. Their teachers were educated in state institutions, licensed by state examination, appointed by the state, paid by the state, and pensioned in old age by the state. Probably no nation has ever had so competent a body of teachers as Prussia had in her secondary schools before the war. They were civil servants sworn to uphold the government, and right well did they do their duty. They knew exactly what to teach at every step, and their methods permitted of no excuses. Boys spent long hours in school, and every hour was an instruction period. The teacher's business was to teach—not to hear recitations: the boy's task was to learn what the teacher presented. There was no need of textbooks with explanations and illustrations and worked-out examples. In mathematics the textbook was a collection of problems; in history, a syllabus; in foreign languages, the literature itself. Home work was a review of what had been learned in class. The aim was to have the boy learn what his superiors decreed that he should know, and to acquire that knowledge with as few mistakes as possible. And that no outside distraction should interfere, the boy was the ward of the school from the time he left home until his return. Hence, parents had nothing to say about what was done in school; visitation was permitted only on exhibition days; admission to a public library was forbidden; extra-curricular activities were restricted, and even the publishing of a school paper was forbidden. Finally, the boy's education was topped off in the years spent in military training. Such, in brief, was the making of candidates for admission to the German university. Is it possible to conceive of an educational system better calculated to beget dependence upon authority? This system, state-wide in its application and comprehending the education of all boys to the age of nineteen or twenty years, made Germany the fighting machine of 1914.

But dependence upon authority is not synonymous with initiative, self-control, and self-reliance that make for leadership. And Germany did develop leaders of extraordinary capacity. How was it done? The answer is, it was done in the German universities and higher technical schools and by methods diametrically opposite to the methods of the lower schools. The German university required no attendance upon its classes; it kept no records and held no examinations in course; it paid no attention to the habits or conduct of its students except in emergency; a student might keep his name on the rolls for years and never meet an instructor. Meantime the prospective leader in public affairs was getting from his student societies a training in what constitutes a conventional gentleman, how to live his university life, how to meet his equals and address his superiors, how to deal with his enemies in the duel—a course of training as elaborate and exacting as German thoroughness could make it. From such experience one got self-control and Muth, a term, in this sense, translatable into English only by a slang phrase. Finally, a time came when the state examination had to be met-that gateway to every avenue of advance in public life and professional service, a hurdle set up by state authority and designed quite as much to bar the unfit as to select the best. For this test, the candidate

had to fit himself with whatever aid he might get from any source. The university offered the means, but the student had little help in using them. The man who after years of academic idleness or dissipation could pull himself together and finally win his goal was a man of power. Initiative developed under the stress of necessity, and with self-direction came self-control and self-reliance. In this way Germany found her leaders. It was a ruthless system, but there was always an over-supply of raw material on which to draw. What to do with the failures was a problem that Germany never solved. Bismarck realized its significance when he said that Germany had most to fear from its educated proletariat.

Contrast this German mode of education with our own. Schools open to children of all classes, supported largely a local expense, directed by lay trustees, and controlled by public opinion; teachers poorly trained and ill paid; textbooks like encyclopedias: libraries, movies, and the radio at everyone's disposal; games and sports a major interest. The only method of teaching that adults of this generation would recognize as typically American was the recitation, the repetition in class or on examination of materials assigned for home study, a method that encouraged guessing and made class work a contest of wits between teacher and pupil. But, whatever its faults, it did one thing well: it developed initiative in American youth—it made them bold and daring, willing to take chances, ready to try anything once. It fits a new country that has need of pioneers. It is a debatable question whether schooling determines a people's characteristics or is determined by them. It is clear, however, that our type of schooling has been characteristically American. Modification will come in time, but revolutionary change is inconceivable so long as our education is of the people, for the people, and by the people.

Leadership in the future will not come by chance. Scientific precision will replace guesswork. Exact knowledge must prevail in high places. Something may be done to improve scholarship in our secondary schools on the part of those who can use it, but the American secondary school has other duties

beside the making of scholars. Granting the necessity of scholarship, the heaviest load must be carried by our colleges and university schools. They have no need to encourage initiative in thought or action in their students; young Americans exhibit independence enough when left to themselves. But what our students do need is to learn how to study, how to do straightforward, logical thinking, how to round out an intellectual task in scholarly fashion; in a word, they need discipline in learning. The only way to attain this result is by straightforward instruction under a master. Desultory teaching with the assignment of tasks to be done at home will not do it. Threats and browbeating will not do it. University teachers might well learn a lesson from business, where the responsible heads train their subordinates in all kindness, but tolerate no mistakes and permit no guesswork.

The oversight of students in the American university is fully justified, its practice of requiring class attendance, quizzes, and examinations, its emphasis upon personal contact between teacher and students—all these peculiarities of our higher education are fully justified, if good teaching holds the student to his job. No apology is necessary for our failure to use French or German methods in our higher schools, unless we are willing to adopt the European straight-jacket in our lower schools.

This sketch of the principles underlying professional education is a summary of the experience gained in thirty years of association with my colleagues in Columbia University. While no one school may have faced all the problems here presented, every question has been put to some school. A digest of the annual reports of the several Deans would read like a commentary on the subject. The reports of President Butler are most illuminating; his clear-cut exposition of the philosophic basis of all education has been a standing challenge to progressive endeavor in every department. The development of Teachers College has been a practical illustration of these principles. We have faced new conditions in public education—unparalleled growth in school attendance, extraordinary increase in school expenditures, new ideals, new curricula, and

new methods of instruction—and have set ourselves the task of training leaders for this new service; we have gradually eliminated young students in favor of those who have had the best that the college and normal school can give preparatory to actual experience in teaching; in dealing with specialists we have abandoned all set curricula in the effort to meet the needs of each individual; we have avoided a departmental organization; and we have emphasized research and investigation far beyond the usual practice in professional schools. What is known now in every field is so much in excess of a student's ability to acquire in the time at his disposal that our chief problem is to choose what is most useful. This challenge to the professional acumen of our staff is the legacy I leave to my successor and his colleagues in full confidence that they will carry on in the spirit that has characterized the work of the past thirty years.

Respectfully submitted,

James E. Russell,

Dean

June 30, 1927

SCHOOL OF EDUCATION

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1927

To the Dean of Teachers College

SIR:

I submit herewith my report for the School of Education for the academic year 1926-1927.

At the annual meeting of the Faculty, legislation was adopted requiring each candidate for the Master's degree to complete 18 tuition points in Teachers College (previously 16), and also requiring candidates for any degree to take a general examination of a type approved by the Executive Committee. The purpose of this general examination is to obtain information regarding the abilities and attainments of students in order that members of the Faculty may be in position to advise them in a more intelligent manner. The problem of advisement of students is becoming increasingly difficult each year, due to the growth of the student body, the range of courses, and the specializing nature of the courses themselves. Members of the staff are now considering ways and means whereby the advisement situation may be met more satisfactorily.

The time has come to give serious consideration to the adoption of the same admission requirements for Summer Session students as are now in effect for students during the academic year. While the University may wish to continue the general policy of admitting all those who are over the age of 18 years, it is very doubtful whether a professional school such as the School of Education should continue to maintain this policy. The work of certain advanced courses has been greatly embarrassed by the attendance of individuals improperly prepared.

A number of students attending the Summer Session register for only two points. Legislation will be proposed

looking toward the requirement that all students shall take at least four credit points.

There were twelve students in the group attending the University of Paris during the Winter Session. The report from Monsieur L. Sudre, Secretary of the École de Préparation des Professeurs de Français à l'Étranger, indicates that this year's group was better prepared than any previous group and that on the whole the enterprise has been highly successful. We are indebted to Professor R. W. Kirkbride, of the University of Delaware, for the supervision of the students while in Paris.

In response to a letter of inquiry sent to all members of the staff regarding research work now being conducted independent of the Institute of Educational Research, fiftyfive individuals have reported one or more projects. An enumeration of these studies is prohibited by limitations of space. This will be made the subject of a special report to you at a later date.

During the year one meeting was held with representatives of the coöperating normal schools in accordance with the plan described in my report for the year ending June 30, 1926.

There were two meetings of the Committee on Instruction and one meeting of the Executive Committee. A total of 61 new courses has been approved; 27 for the academic year, 27 for the Summer Session, and 7 for the Extramural Division. A new diploma title, "Teacher of Junior High School Mathematics," has been approved.

There are now 444 active candidates for the degree of Doctor of Philosophy with majors in Education. Of this number, 106 were admitted during the academic year. No changes have been made during this year in the general requirements for this degree or in the character of the examinations. There is a growing belief that the general examination, of the intelligence test type, is a significant factor in determining eligibility for this degree.

The total number of students enrolled in the School of Education has been 3,401 (not including graduate students with majors in Practical Arts), as compared with 3,026 the

preceding year. In Practical Arts there were 630 graduate students as against 549 in 1925-1926. The matriculated students of both schools in the Summer Session of 1926 numbered 4,076. Of the total number of graduate students in the School of Education during the academic year, 19 were enrolled as unclassified students and 2,074* indicated their desire to become candidates for the Master's or the Doctor's degree. In addition, there were 1,308 matriculated unclassified students of whom 729 signified their intention to apply for the degree of Bachelor of Science. In the preceding year, there were 1,899 candidates for the degree of Master of Arts or of Doctor of Philosophy, and 23 unclassified graduate students.

During the year the degree of Doctor of Philosophy was conferred upon 60 students, 42 of whom had taken the Master's degree at Columbia University. In the preceding year, 58 doctorates were awarded; in 1924-1925, 47; in 1923-1924, 40; 1922-1923, 14; 1921-1922, 19; 1920-1921, 7; 1919-1920, 23; 1918-1919, 9; 1917-1918, 19.

For the academic year 1926-1927, 1,359 students in Teachers College received the degree of Master of Arts; 24 received the degree of Master of Science; and 618 received the degree of Bachelor of Science. The total number of Teachers College professional diplomas granted was 740. These diplomas are granted only in connection with a degree.

Of the 2,723 graduate students, 220 held the Master of Arts degree from Columbia University; 445 students held the degree of Bachelor of Science from Columbia University. A total of 466 institutions were represented, including the following:

| Hunter College | 127 | University of Wisconsin 35 | |
|----------------------------|-----|------------------------------|--|
| College of the City of New | | Cornell University 35 | |
| York | 72 | New York State Teachers Col- | |
| University of Chicago | 61 | lege | |
| Syracuse University | 59 | Oberlin College 29 | |
| Smith College | 52 | Vassar College 28 | |
| Wellesley College | 52 | University of Missouri 26 | |
| New York University | 40 | University of California 26 | |
| Mount Holyoke College | 39 | University of Michigan 25 | |
| | | | |

^{*2,704} including graduate students with Practical Arts majors.

| University of Illinois | 25 | Texas College of Industrial | |
|------------------------------|-----|-------------------------------|----|
| George Peabody College for | | Arts | 10 |
| Teachers | 23 | Colby College | 9 |
| University of Minnesota | 22 | Pomona College | 10 |
| Ohio State University | 2 I | Northwestern University | 10 |
| University of Nebraska | 20 | Missouri State Teachers Col- | |
| Adelphi College | 20 | lege (Warrensburg) | 10 |
| College of St. Elizabeth | 10 | Lafayette College | 10 |
| Boston University | 19 | University of Kentucky | IO |
| Yale University | 18 | University of Indiana | 10 |
| University of Washington | 17 | Dickinson College | 10 |
| Wesleyan College | 16 | Washington State College | 9 |
| Goucher College | 16 | University of Vermont | 9 |
| University of Denver | 15 | University of Ohio | 9 |
| Brown University | 15 | Kansas Agricultural College . | 9 |
| Pennsylvania State College . | 14 | Iowa State Teachers College. | 9 |
| Ohio Wesleyan University . | 14 | University of Iowa | 9 |
| Harvard University | 14 | Bucknell University | 9 |
| Princeton University | 13 | University of Alabama | 9 |
| College of New Rochelle | 13 | Wilson College | 8 |
| University of Maine | 13 | University of West Virginia . | 8 |
| University of Kansas | 13 | University of Toronto | 8 |
| Cornell College (Iowa) | 13 | University of Southern Cali- | |
| Bates College | 13 | fornia | 8 |
| Swarthmore College | 12 | University of Pennsylvania . | 8 |
| Simmons College | 12 | Mississippi State College for | |
| University of Texas | ΙI | Women | 8 |
| Leland Stanford University . | 11 | Michigan Agricultural College | 8 |
| Rutgers College | ΙI | Hamilton College | 8 |
| Radcliffe College | ΙI | De Pauw University | 8 |
| Colgate College | 11 | Alfred University | 8 |
| | | | |

In the choice of subjects other than Education pursued by Teachers College students in other parts of the University, the following departments proved most attractive:

| Latin | | | | 31 | Advertising | 15 |
|----------------|--|--|--|----|-----------------------------|-----|
| Anthropology . | | | | 30 | Physics | 14 |
| German | | | | 28 | Architecture | 12 |
| Public Law | | | | 22 | Typewriting and Stenography | 11 |
| Botany | | | | 22 | English | 985 |
| | | | | | History | |
| | | | | | Psychology | |
| Government . | | | | 20 | Sociology | 181 |
| Phonetics | | | | 16 | French | 148 |

| Comparative Literature 98 | Chemistry 44 |
|---------------------------|--------------|
| Philosophy 84 | Economics 44 |
| Mathematics 81 | Music |
| Spanish 57 | Geography |

Twenty-eight other subjects were chosen by a smaller number of students. A total of 2,768 class registrations shows the interest of Teachers College students in other phases of University work.

It is with profound regret that I record the retirement of Dr. Frank M. McMurray, Professor of Education, on June 30; the resignation of Dr. C. T. McFarlane, Controller and Professor of Geography, on June 30; and the retirement of Dr. George A. Coe, Professor of Education, on February 1. Dr. McMurray has been appointed to the rank of Emeritus Professor of Education from the date of his retirement.

It is a pleasure to record the appointment of George S. Counts, Ph.D., as Professor of Education, and of Jesse N. Newlon, LL.D., as Professor of Education in the Faculty of Education.

The following promotions have been made in the Faculty of Education: Clifford B. Upton, A.M., from Associate Professor to Professor of Mathematics; William A. McCall, Ph.D., from Associate Professor to Professor of Education: Samuel R. Powers. Ph.D., from Associate Professor to Professor of Natural Sciences: William D. Reeve, Ph.D., from Associate Professor to Professor of Mathematics: Fannie W. Dunn. Ph.D., from Assistant Professor to Associate Professor of Education; Paul R. Mort, Ph.D., from Assistant Professor to Associate Professor of Education: Daniel H. Kulp II. Ph.D.. from Assistant Professor to Associate Professor of Education: Milton D. Del Manzo, Ph.D., from Assistant Professor to Associate Professor of Education; Ruth Andrus, Ph.D., from Assistant Professor to Associate Professor of Education: Ralph B. Spence. Ph.D., from Instructor in Educational Psychology to Assistant Professor of Education; Goodwin B. Watson, Ph.D., from Instructor in Educational Psychology to Assistant Professor of Education. The following changes of title have been made: James E. Russell, LL.D., from Barnard

Professor of Education to Professor of Education on the "Richard March Hoe Foundation"; and Paul Monroe, LL.D., from Professor of Education to Barnard Professor of Education.

Leaves of absence for 1927-1928 were granted to: Professors Leta S. Hollingworth, Bess V. Cunningham, Otis W. Caldwell, and William A. McCall, for the year; Professors E. L. Thorndike, Helen T. Woolley, and Lester M. Wilson, for the Winter Session; and Professors G. D. Strayer, J. F. Hosic, Mary T. Whitley, and Annie E. Moore, for the Spring Session.

It is with deep regret that we announce the death of Mr. Howard O. Rocks in September, 1926. Mr. Rocks was Assistant in History of Education from 1924 to 1926.

Although your resignation as Dean has occasioned profound regret among the members of the staff, there is a feeling of security and gratification in knowing that you will still be available as consultant and adviser and that your successor enters upon his work with the highest esteem and confidence of all the members of the School.

Respectfully submitted,

ROBERT JOSSELYN LEONARD,

Director

June 30, 1927

SCHOOL OF PRACTICAL ARTS

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1927

To the Dean of Teachers College

SIR:

I submit herewith my annual report as Director of the School of Practical Arts for the academic year closing June 30, 1927.

According to the Registrar's records summarized in the annual Announcement of Teachers College, the total registration of regular students in the School of Practical Arts from September. 1926, to June, 1927, was 1,932, an increase of 49 over the total of 1,883 for 1925-1926 and a decrease of 67 from the total of 1,999 for 1924-1925.

Among the students of the year just closed, there were 630 candidates for higher degrees and 1,302 students working toward the Bachelor of Science degree. The majority of the latter had previously graduated at normal schools, technical schools (art, music, nursing, etc.) and small colleges, but they had not received standardized Bachelor's degrees. With the exception of a small group of students in Fine Arts and Music Education, all students working for the Bachelor's degree were admitted on the basis of four or more years of educational experience in study or teaching after they graduated from high school.

In addition to the 1,932 regular students of the School of Practical Arts, 266 students of University Extension, most of whom were teachers in service, were admitted to sections of technical courses for which their preparation was equivalent to that of matriculated students in the same courses. Such students are never admitted to courses in general or technical education. The total number of students taking regular credit courses was 2,198. Cards of admission were granted to

1,529 auditors, not classified as students, who attended extension special series of popular lectures in Fine Arts and Household Arts and lessons in Physical Training conducted by the departments of the School, in coöperation with the Institute of Arts and Sciences of Columbia University.

The total of 1,302 "undergraduates" in 1926-1927 should be compared with the total of 1,708 in 1922-1923, the last year in which the School had a freshman class and in which the freshman-sophomore group numbered 366 students. In that year the School had about 1,000 undergraduates who had graduated from high school within four years. Last year there were less than fifty such students (chiefly in Fine Arts and Music Education).

It is evident that what has happened in our student registration in the past four years is that the number of candidates for higher degrees has almost doubled and almost a thousand immature undergraduates have been replaced by teachers of experience who have come to work for a standard Bachelor's degree.

The departmental distribution of graduate students in Practical Arts for the past five years is shown in the following table:

| | 1922-23 | 1923-24 | 1924-25 | 1925–26 | 1926-27 |
|---------------------------|---------|---------|---------|---------|---------|
| Fine Arts | 55 | 82 | 85 | 89 | 114 |
| Household Arts | 147 | 175 | 168 | 182 | 222 |
| Industrial Arts Education | 6 | 6 | 19 | 17 | 17 |
| Music Education | 16 | 22 | 42 | 41 | 54 |
| Nursing Education | 23 | 36 | 23 | 36 | 39 |
| Health Education | | | 9 | 14 | 19 |
| Physical Education | 57 | 68 | 81 | 106 | 96 |
| Practical Science | 40 | 41 | 53 | 64 | 56 |
| Practical Arts Education | | | | | 13 |
| Unclassified | | | 9 | | |
| | | _ | | | |
| | 344 | 430 | 489 | 549 | 630 |

In October, February, and June, 1926-1927, the Bachelor's and Master's degrees were conferred by the University on 627 students whose major interest was in Practical Arts. The following figures in parentheses are those of 1925-1926. Of

315 (388) who received their Bachelor's degrees, 307 (371) were women and 8 (17) were men. The Master of Arts degree was conferred on 249 (206) women and 39 (17) men. The Master of Science degree was conferred on 24 women, most of whom were students in Practical Science.

The number of Teachers College diplomas in Practical Arts conferred in 1926-1927 was 199, 100 to holders of the Bachelor's degree and 99 to holders of the Master's degree; 190 of the diplomas were educational (for teaching or supervision) and 9 were technical. The distribution of the educational diplomas in Practical Arts by the various departments was as follows:

| | 1925–26 | 1926-27 |
|---------------------------|---------|---------|
| Fine Arts | . 48 | 29 |
| Household Arts | . 95 | 81 |
| Industrial Arts Education | . 15 | 12 |
| Music Education | . 15 | 8 |
| Nursing Education | . 37 | 21 |
| Health Education | . 5 | 7 |
| Physical Education | . 28 | 24 |
| Practical Science | . 5 | 8 |
| | | |
| | 248 | 190 |

It seems probable that the decrease in number of educational diplomas indicated in the table above will continue. The reasons are, first, that diplomas will no longer be awarded to students who have had only practice-teaching experience; second, that all departmental committees in the School now regard the Teachers College diplomas as a kind of *cum laude* to be awarded only to the best and most promising students; and third, that diplomas as mere recommendations have little professional value for teachers of experience who now form the majority of our student body.

The Faculty of Practical Arts has considered the facts relating to the diplomas and has arrived at the conclusion that in the near future Teachers College diplomas will interest students only if they come to mean much more than Bachelor's and Master's degrees which may be obtained by making passing grades in the required courses and examinations. The

Faculty is unanimous in the opinion that the requirements for Teachers College diplomas in Practical Arts should be raised rapidly, so that the educational world will recognize that the diplomas mean, first, at least two years' approved experience in educational work; second, scholarship higher than the average required for the Bachelor's and Master's degrees; third, exceptional ability in the field of major interest; and fourth, unquestioned promise of success in the field represented by the diploma. If these standards are maintained for a few years, the diplomas will acquire a new recognition and value and will be sought by the best type of students, who will recognize that Teachers College diplomas in Practical Arts offer special recognition similar to the "honors" which some universities attach to degrees. Obviously, such standards will tend to reduce the number of diplomas in proportion to degrees.

The School has now completed the transition from the four-year undergraduate college, which between September, 1912, and June, 1926, conducted eleven annual classes of students through a cultural-practical curriculum, to a strictly professional school for training teachers of practical arts. The Faculty of Practical Arts has now professionalized with reference to teaching all courses under its jurisdiction; at least three courses in general education are now required for the Bachelor of Science and the Master of Arts degrees, and all courses have been adapted to students as mature as the average college graduate who comes as a candidate for a Master's degree.

The nation-wide interest in Health Education during the past ten years is resulting in an increasing demand for teachers and supervisors in this field. There is little demand for special teachers of Health Education, but numerous high schools, both regular and junior, normal schools, and junior colleges are seeking teachers of biological sciences, physical education, household arts, and nursing who are prepared to deal with health education.

As an important step in the development of Health Education in Teachers College, the Trustees have appointed Dr. Thomas D. Wood, who since 1901 has been Professor of

Physical Education, as Professor of Health Education, and Dr. Hugh Grant Rowell as Assistant Professor of Health Education. These are the first professorships in Health Education in any of the important universities.

During the year the Director of the School prepared for publication, in the April, 1927, issue of the *Teachers College Record*, a review and an interpretation of the development of practical arts in Teachers College during the thirty academic years of the administration of Dean James E. Russell.

It is with deep regret that I record in this report the death on November 26, 1926, of Miss Maud March, for many years Instructor in Physical Education.

By action of the Trustees of Teachers College in February, 1927, the following promotions in rank were made: George J. Cox, A.R.C.A., from Assistant Professor to Professor of Fine Arts; Grace MacLeod, Ph.D., from Assistant Professor to Associate Professor of Nutrition; Alice E. Bivins, B.S., from Instructor to Assistant Professor of Music Education; Albert W. Heckman, A.M., from Instructor to Assistant Professor of Fine Arts; Maude B. Muse, A.M., from Instructor to Assistant Professor of Nursing Education; Hugh Grant Rowell, M.D., from Lecturer in Physical Education to Assistant Professor of Health Education; Sallie B. Tannahill, A.M., from Instructor to Assistant Professor of Fine Arts.

Leaves of absence have been granted to Professors Cora M. Winchell and Josephine A. Marshall for the academic year 1927-1928; to Professor Hermann T. Vulté for the Winter Session, and to Professor Jean Broadhurst for the Spring Session.

Respectfully submitted,

M. A. BIGELOW,

Director

June 30, 1927

COLLEGE OF PHARMACY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1927

To the President of the University

SIR:

I have the honor of submitting the following report of the College of Pharmacy for the year 1926–1927.

The principal event of the year in the field of pharmaceutical education in this country has been the publication of the report of the Charters' Survey, entitled "Basic Material for a Pharmaceutical Curriculum." The object of that survey was to determine the requirements of pharmacy study from the functional standpoint. The report has been based on a systematic and very thorough study of the services rendered to the public by the pharmacists of the United States. Nearly 1000 pharmacies were visited, these being selected to represent all sections and all classes of communities and populations. A separation was made between those services that were specifically pharmacal in their nature, and which a pharmacist must be capable of performing in order to meet the necessities of his profession and business, and those that he might perform with credit to himself and benefit to the community, but which were not deemed professionally essential. From the study of these essentials of service, it was determined what studies the pharmacy student should pursue in a minimum professional course.

The conclusions reached possess a high degree of authority, since they have substituted reliable statistics for individual and sectional views, and the results of thorough study for superficial opinion. The study, and the resulting recommendations, have gone far beyond the limits of generality. Not only have the courses of study deemed necessary been listed and outlined, but they have been analysed and specified in the form of complete topical syllabi. In connection with

the syllabi, and serving as their bases, various useful tables have been presented. One displays the percentage of pharmacies in which each crude vegetable drug is sold to customers, indicating the relative importance of the study of those drugs, and their relative claims to recognition in the Pharmacopoia. Another table gives a list of poisons and, in connection with each, a statement of the number of times that the pharmacists interviewed have been called upon to treat cases of poisoning by it, from which is deduced the relative importance of the subjects studied under toxicology. A similar analysis is made of the Latin words and phrases used in the pharmacy. A certain amount of matter, spoken of as "connective tissue," necessary to an understanding of the essentials, is itself included as essential.

The influence of such a work in deciding controversial questions connected with the pharmacy curriculum is easily appreciated. There are few, if any of us who have not been forced to modify our views in some direction. Probably the most serious of the differences among the schools has related to the length of the minimum pharmacy course leading to the "degree" of Graduate in Pharmacy, and based on high school graduation. Although all the leading schools had agreed to conform to the three-year schedule in 1927, not all of them did so willingly, nor with approval of the principle involved. The Charters' report has probably convinced the last objectors that three years is the shortest time in which the average matriculant can be made into a competent pharmaceutical graduate. Furthermore, it has increased the number of those who believe that a four-year course is requisite for accomplishing this result. A number of schools which are financially independent have adopted the four-year course. The American Association of Pharmaceutical Faculties has adopted the principle involved, while recognizing the impracticability of securing this action by its members, or even of maintaining an appearance of doing so, should it impose the requirement.

For many years, our own school has recognized the necessity of the three-year course but, not being free to act on

its conviction, has limited itself to providing such a course as an option on the part of the student. We have also recognized the desirability of a four-year course, which we have provided in the same way. Comparatively few students have availed themselves of the former privilege, very few of the latter. Nevertheless, the disposition toward a better course has been promoted and developed until, in our most recent two classes, our registry for the three-year course has listed 265 matriculants, notwithstanding that a two-year course was open to them.

With a three-year course for the Ph.G. degree compulsory, a new problem presented itself to us, since the course is quite different from the previously existing three-year course. It has been agreed that the added year of the College Course shall not be used for the introduction of fifty percent of new matter to the curriculum, but to afford time for a more thorough study of that already included. Our own Faculty, not satisfied with this increase, has made a further addition of 128 hours in the third year, to provide for better training in the pharmacy laboratory.

Our former three-year University Course had done duty, though somewhat lamely, as the basis of a fourth year, leading to the degree of Bachelor of Science in Pharmacy, but the new one could not hope to pose in that capacity. We were now faced by the difficulty of maintaining two different three-year courses, one compulsory, the other optional. If this could not be successfully accomplished, how were we to continue our four-year baccalaureate course? Situated as we were, especially as to finances, this was a very difficult question, and the credit due our Faculty and Trustees for the spirit and energy with which they faced it, is worthy of attention and record in the annals of the University.

It was decided not merely to continue our University Courses, but to so strengthen the four-year course that our baccalaureate degree should be acceptable in all University circles. This procedure necessitated an extension and reorganization of the curriculum of every year of the course. Our first step was to adopt the full entrance requirements

of Columbia College. The next was to add Columbia College courses in English, German, mathematics and American Government to the first three years, leading to the degree of Pharmaceutical Chemist. Our weekly attendance was increased to an average of thirty-two hours, occupying five days, and the standard of scholarship was raised.

The execution of these plans has necessitated the largest increase in our instruction crops that has ever been made in a single year and has called for an increase of some \$39,000 to our budget. In this connection, it must be remembered that there can be no increase in matriculation, since our full capacity for student-attendance is already utilized.

We were quite unable to estimate the reception that would be accorded by students to this undertaking, but proceeded on the general principle of expecting approval of an educational advance. We had hoped that the first registration for the new three-year course would reach forty, and made preparations for the accommodation of fifty. So far as we can see, the number will not exceed fifteen, so that we can look for a drop in our graduating pharmaceutical chemist class from seventy-five or eighty in 1929 to one-tenth of that number in 1930. We foresee a hard struggle in achieving complete success, but confidently expect a slow, steady and healthful gain, accompanied by a corresponding change of sentiment among the pharmacists of the State, which, after all, we regard as our chief objective.

The radical changes in curriculum that I have reported have introduced great complexity to our daily schedules and this must continue during the several years required to complete the change. With the members of our various classes pursuing different curricula dependent on the years of their respective matriculation, special provision must be made for those who fail to maintain their standing from year to year. In arranging these schedules, it was found necessary to prepare at once a detailed daily program for all the years affected by the change. The increase in the number of our daily exercises calls for increased physical accommodations, so that the capacity of our building has been taxed, and

improvisation of rooms has been found necessary. However difficult the task, and however tardily accomplished, the result appears satisfactory and we anticipate a smooth working of the machinery when our new work begins in September next.

The numerical increase in our instruction corps is not greater than the change in its character. While the ability of our instructors to perform their special work has always appealed more strongly to us than the possession of academic degrees, one of our great regrets has been the difficulty of securing teachers who were educationally qualified in other than strictly professional lines. A sustained effort has been made during recent years to secure instructors who were qualified in both directions, or to induce our pharmacy instructors to extend their studies in the field of the liberal arts and sciences. The present compositions of our faculty exhibits decided progress in both directions. Among the additions of this year, we have one instructor who is an A.M. from Oxford University and who will become a candidate for the doctor's degree at Columbia. Two others, graduates of our own school and winners of the Plaut Fellowship, have since taken the doctor's degree at the University of London. Another is a Bachelor of Science from the University of Minnesota and will pursue graduate studies at our own University. Other members of the faculty have recently secured their doctor's degree, either here or abroad. and practically all others are either engaged in graduate work or are preparing for it.

Coincident with these routine procedures, there has developed an active interest in original investigation, which has produced a noticeable change in our faculty life. Our Professor Arny is very active in promoting research work in pharmacy throughout the country, and his efforts are not without influence beyond the borders of this land. Among ourselves, it has proved very effective, a number of important contributions to scientific knowledge having issued from this school during the past year, and a number of similar undertakings now being under way.

I would call your special attention to the fact that our trustees and faculty continue to attach great importance to commercial subjects as part of the work of the institution. The commercial success of pharmacy is indispensable to its professional advance, and this, more and more, is being antagonized, directly and indirectly, by medical practices. It is of the utmost importance that sound commercial theory and practice should be taught to our students. Satisfactory progress in this direction has been made here during the past year, and plans for its extension are now being perfected by a committee of the trustees in cooperation with the faculty.

It is unfortunate that I must report the loss, by death, of one of our most active members, which occurred during the past year. Professor Jeannot Hostmann, director of the chemical laboratory, had been a member of this faculty since 1909. For more than a year past, he had been in poor health, and for some months prior to his death he had fought a hard battle against malignant disease, to which he succumbed on November 11. During his long illness, his work was admirably performed by Professor MacAdams, who was later appointed as his successor. Unfortunately, we have not been able to profit by this appointment, since Professor MacAdams has been called as chemist to the New Jersey State Board of Pharmacy.

Not least important among the events of the year has been the granting of sabbatical leave to one of our professors. On various occasions during past years, leave of absence has been granted to members of the faculty, for various reason but now, for the first time, the trustees have definitely adopted the idea of the sabbatical year, the recipient of this honor being Professor Diekman, who has given us uninterrupted service for twenty-seven years. It is not likely that we shall be able at once to establish sabbatical leave for every seventh year for all the members of the faculty, but we shall probably make a slow approach to that result.

Perhaps the most satisfactory feature of our present situation that I have to record is the fact that the overworked condition of the faculty that has prevailed during the last year or two will be greatly relieved by the present addition to our numbers. Even when our entire force has been available for active service, it has not been easy to perform all our tasks, and when one or more of us has been incapacitated by illness, or necessarily absent, it has been impossible to maintain a perfect schedule. As we are now organized, we are in a position to cope successfully with any emergency.

Respectfully submitted,

H. H. RUSBY,

Dean

June 30, 1927

SUMMER SESSION

REPORT OF THE DIRECTOR FOR THE SUMMER SESSION OF 1927

To the President of the University

SIR:

As Director of the Summer Session I have the honor to submit the following report of the twenty-eighth Summer Session of the University which opened July 11 and closed August 19, 1927.

The report of the Registrar includes the statistical record of the Session. (See pages 376–380). Outstanding figures are: (1) The enrollment of 13,857 students as against 13,219 for the attendance of 1926; (2) the percentage of men and women, 29.26 and 70.73 respectively, showing a decrease in the percentage of men which was 32.73 in 1926; (3) the wide territorial distribution with 9,403 students from outside of New York State, with 2,670 from the North Central Division (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin), and 286 students from foreign countries. Of the students in attendance 51.22 per cent had taken work at the University previously.

The noteworthy features of the figures just cited are in the first place, an increase in enrollment, 4.83 per cent, or in numbers 638 over the Session of 1926; and second a slight increase in the number of foreign students.

Other interesting statistics of the Summer Session of 1927 include 705 instructors (453 men and 252 women), of which number 146 were assistants; in the Demonstration School there were seven high school teachers and twenty-one elementary teachers. There was a total of 306 instructors from outside the University.

The distribution of the teaching staff by academic rank is as follows:

| Rank | V_{i} | isiting | 1 | Total | |
|-------------------|---------|---------|-----|-------|-----|
| | Men | Women | Men | Women | |
| Dean | | I | | | I |
| College President | I | | | | I |
| Professorial Rank | | | | | |
| Full | 50 | 5 | 43 | 4 | 102 |
| Associate | 5 | 4 | 36 | 3 | 48 |
| Assistant | ΙI | 3 | 35 | 15 | 64 |
| Instructor | 81 | 74 | 115 | 73 | 343 |
| Lecturer | | | ΙI | 6 | 17 |
| Assistant | 33 | 38 | 32 | 26 | 129 |
| | | | | | |
| Total | 181 | 125 | 272 | 127 | 705 |

A comparison of this table shows that in the Summer Session of 1927, there were 214 of professorial rank, or thirty per cent of the total number of those giving instruction. In the academic year 1927–28, the number was 606, or twenty-two per cent of the whole.

A total of 953 courses was offered. In addition to the regular courses there were 124 lectures given as recorded in the *Weekly Bulletins* of the Summer Session:

| Afternoon lectures and recitals (Mrs. Haskell's direction) | 11 |
|--|-----|
| Chinese Art lectures | 5 |
| Community singing | 6 |
| Conferences on Adult Education | 4 |
| Evolution lectures | 2 |
| Far East lectures | 5 |
| Greek and Latin lectures | 5 |
| History Department lectures | 6 |
| *** | 5 |
| Metropolitan Museum of Art peripatetic discussions | 11 |
| Miscellaneous lectures | 36 |
| Physics colloquia | 4 |
| Religious Organizations lectures | 14 |
| Romance Languages Department lectures | |
| | |
| | 124 |

The following exhibits and musical programs were given: National Child Welfare, University Hall, throughout the Session; Book Exhibit, Auxiliary Gymnasium, throughout the Session; the annual Music Festival which included a Symphony Orchestra concert, a Recital of Church Music, and

a concert by the Summer Session Chorus (including "Selections from St. Paul"). In addition, the New York String Quartet gave two concerts, and a Beethoven Anniversary Piano Recital was given by Mrs. John Hawkes.

Excursions were conducted in and about New York City with a total of 10,343 participants. The West Point excursion included 1,614 students, 805 visited the Washington Irving Region, and 518 were taken to Atlantic City.

As part of the Summer Session of 1927, Barnard College offered a Summer Session course for Women Workers in Industry. As distinguished from the Bryn Mawr School the Barnard group was not in residence. Twenty-six women were recruited for a seven weeks' course. Instruction was given in economics, science, and English. The work was entirely successful since the method of instruction and the texts were suited to undeveloped abilities while the subject matter was mature in character.

A special feature of the program of instruction for 1927 was graduate instruction in the School of Law in which the following courses were offered: Legal philosophy, by Professor Morris R. Cohen; Theory of Judicial Decisions, by Professor Hermann U. Kantorowicz; and Government and Institutions, by Professor Robert H. Lowie. In the graduate law courses there were thirty-five students enrolled, of whom twenty-three had already received the LL.B. degree.

In the Summer Session a group of some fifty-two students participated in an advanced course offered for instructors and administrators in colleges of liberal arts and sciences. This is probably the largest and best equipped group that has as yet carried on intensive study in this field as part of an academic program.

The School of Library Service had an unexpectedly large registration and a gratifying quality of student. The first units of work toward the M.S. degree were offered in 1927. These will be continued and each year supplemented by a new unit until all four units will be offered in and after 1929.

Through the generosity of the Trustees penalty fees received for late registration of Summer Session students were

assigned to a scholarship fund. Awards from this fund were made for students in library service, Greek, history of fine arts, statistics, and college administration. The awards will be made each year in specific departments.

The appended table showing housing conditions in 1921, 1922, 1923, 1924, 1925, 1926, and 1927, still indicates a marked difference in the dormitory rates for men and for women. The average charge for men in the dormitories is \$6.72 per week; in the Barnard dormitories for women \$9.79; in Johnson Hall for women \$8.67, and in Seth Low Hall, Teachers College, (without meals) \$6.60.

HOUSING—DORMITORY ACCOMMODATIONS

SUMMER SESSION

Men's Dormitories

| | | Nı | umbe acco | r of S | | | | | Room rent per week on six weeks' basis Approximately | | | | | | |
|--------|------|---------|--------------|--------|------|------|------|--------|--|---------|--------|---------------|--------|--------|--|
| | 1921 | 1922 | 1923 | 1924 | 1925 | 1926 | 1927 | 1921 | 1922 | 1923 | 1924 | 1925 | 1926 | 1927 | |
| tley | 307 | 314 | 317 | 305 | 302 | 300 | 292 | \$6.00 | \$6.00 | \$5.41 | \$5.75 | \$5.66 | \$5.53 | \$6.26 | |
| ngston | 290 | 308 | 314 | 1301 | 304 | 299 | 257 | 6.00 | 6.00 | 5.41 | 5.75 | 5.62 | 5.56 | 6.27 | |
| ris | 80 | | | | | | | 6.00 | | | | | | | |
| pkins | | 115 | | | | 131 | | | 6.00 | | | | 7.35 | | |
| nald | | | 296 | 282 | 283 | 285 | 277 | | | 5.41 | 5.75 | 6.11 | 5.96 | 6.94 | |
| l Jay | | • • • • | | | | | 401 | | | • • • • | | • • • • • | | 7.40 | |
| ıl Men | 677 | 737 | 927 | 888 | 889 | 1015 | 1227 | | | | | | | | |

Women's Dormitories

| **Seth Low | 270 | 292 | 351 | 364 | 363 | 307 | 382 | | \$7.12 | \$7.17 | \$5.85 | \$5.85 | \$6.61 | \$6 |
|--------------|------|------|------|------|------|------|------|------|--------|--------|--------|---------|---------|------|
| *Whittier | 462 | 464 | 475 | 463 | 492 | 476 | 459 | | 14.33 | 14.33 | 14.50 | 14.50 | 14.83 | I |
| | 732 | 756 | 826 | 827 | 855 | 783 | 841 | | | | | | | |
| Hewitt | | | | | 119 | 235 | 239 | | | | | \$10.18 | \$10.06 | \$10 |
| Brooks | 102 | 109 | 116 | 117 | 109 | 113 | 113 | 7.50 | 8.18 | 8.19 | 8.17 | 9.61 | 9.62 | 9 |
| | 102 | 109 | 116 | 117 | 228 | 348 | 352 | | | | | | | |
| Johnson | | | | | 358 | 353 | 354 | | | | | \$8.20 | \$9.02 | \$8 |
| Furnald | 278 | 278 | | | | | | 6.00 | 6,00 | | | | | |
| Tompkins | 88 | | 142 | 152 | 183 | | 109 | 6.00 | | 7.17 | 7.20 | 7.04 | | 6 |
| Morris | | 102 | 137 | 138 | 77 | 22 | | | 6.00 | 7.17 | 7.59 | 6.90 | 5.93 | |
| Charles King | | 117 | 138 | 143 | 127 | 63 | 13 | | 8.18 | 8.19 | 7.83 | 7.99 | 6.40 | |
| | | | | | | | | | | | | | | |
| | 366 | 497 | 417 | 433 | 745 | 438 | 476 | | | | | | | |
| | | | | | | | | | | | | | | |
| Total Women | 1200 | 1362 | 1359 | 1377 | 1828 | 1569 | 1669 | | | | | | | |
| | | | | | | | | | | | | | | |

Men, Women, Couples

| **Bancroft | 186 | 239 | 232 | 129 | 123 | 120 | 85 | \$7.70 | \$9.17 | \$6.86 | \$6.86 | \$7.00 | \$: |
|---------------------------|------|------|------|------|------|------|------|------------|--------|--------|--------|--------|-----|
| Total men and women in | | | | | | | | | | | | | |
| dormitories | 2063 | 2338 | 2518 | 2394 | 2840 | 2704 | 2981 | | | | | | |

Off-Campus Rooms

| | 1921 | 1922 | 1923 | 1924 | 1925 | 1926 | 19 |
|-------|----------------|----------------|----------------|----------------|----------------|------------------------|-----|
| Women | \$8.60 8.60 | \$8.60 7.60 | \$8.64 7.17 | \$8.50 7.50 | \$8.30 7.64 | \$8.97 7. 69 | \$8 |
| s | ummary | y | | | | | |

| Total Summer Session enrollment Number of students from outside N. Y. C | 11,809 | 12,567 | 12,675 | 12,916 | 12,720 | 13,219 | 13 |
|---|--------|--------|--------|--------|--------|--------|----|
| | | | | | | | |
| accommodated in dormitories | 22.03 | 23.8 | 25.5 | 23.3 | 28.36 | 27.68 | 2 |

^{*}The rate given here includes room and board.

^{**}Six weeks' rental at this figure entitles to eight weeks' occupancy.

The Summer Session each year brings together in many departments a faculty which is nation-wide in its regular academic attachment. In a sense many university faculties become one at Columbia during the summer. For this reason our own regular students as well as those able to attend only in the summer find the six weeks' Session one of peculiar profit and breadth of view.

Respectfully submitted,

JOHN J. Coss

Director

December 28, 1927

UNIVERSITY EXTENSION

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1927

To the President of the University

SIR:

It is my privilege and honor to present herewith the report of University Extension for the year 1926–1927.

Recently the statement was made in regard to University Extension at Columbia University that it was "the world's greatest experiment in Adult Education." Whether this statement is correct or not is of little importance. The outstanding fact of importance is that at an early date, when adult education was not regarded as a part of the service of a university to the community, Columbia University undertook to furnish courses adapted to the needs of students of mature age, of every location and of every qualification.

You, Mr. President, as Director organized the Summer Session, having in mind students who could only attend at that season of the year. Then in 1910, University Extension was made a part of the educational program of the University. Classes were held in adjoining cities and towns, and the extramural service was undertaken. Afternoon, evening and Saturday classes were established at Morningside Heights, and the University buildings hitherto deserted and dark in the evenings were used to their fullest capacity. Students flocked to the halls of Columbia with eagerness and thus indicated that we were supplying a great educational need. In 1913, the Institute of Arts and Sciences was organized to furnish the lyceum for busy people who could not attend regular classes; this was the original University Extension but had not formed part of our plan. In 1919, Home Study was given a place in the Extension program. This was a

great innovation and was regarded with suspicion by the University public for although no suggestion of academic reward in the form of degrees was made, yet this undertaking met vigorous opposition. Home Study is now an indispensable part of University Extension. The following statement gives in merest outline the organized adult education of Columbia which considers the intellectual needs of fully 26,000 persons not otherwise enrolled in the University. Established classes meet in the late afternoon and evening with an attendance in 1926-1927 of 13,812. Extramural classes are growing in importance every year particularly those given in Brooklyn at the Brooklyn Law School and at the Long Island College Hospital. These students in 1926-1927 numbered more than 1500. Other extramural students are the graduates in medicine taking advanced courses under the supervision of a special committee of the School of Medicine, so that the influence of University Extension reaches to the School of Tropical Medicine in Porto Rico, inaugurated September 22, 1926, and to the hospitals in our own city where special classes are held. We should not overlook the 1100 students who attend special classes which are given without consideration of University credit. The Institute of Arts and Sciences had an enrollment in 1926-1927 of 2400, and finally Home Study reports an increase of 4000 students in one year.

Although University Extension has had a place in higher education for many years, only recently has the theory been generally accepted that older people have the capacity to acquire knowledge. The National University Extension Association issued its first report in 1915 but the American Association for Adult Education held its first annual meeting at the Hotel Drake in Chicago on March 26, 1926, and has but recently published its annual report for 1926–1927 which abounds in evidence of the extraordinary interest now shown by educators in the United States in Adult Education. We must recognize the fact that Adult Education is better known and has an older history in many foreign countries than in our own. From the University point of view it is significant to record that the founding of extramural teaching at the

University of Cambridge took place in 1873 and that now the importance and dignity of this Extension work have been recognized by the erection of Stuart House which will be the center of the extramural Extension work in Cambridge which in the words of the Royal Commission is regarded as "an established and essential part of the normal work of a University."

A recent report by Professor E. L. Thorndike of Teachers College of Columbia gives the results of experiments conducted with the purpose of determining the adaptability of adults for acquiring knowledge. The conclusions apparently indicate that adults learn as rapidly as children and that students of fifty are about as ready intellectually as those of twenty-five. Lack of opportunity and of the desire to learn explain the generally accepted theory that adults can learn only with great difficulty. By increasing the opportunity we shall increase the desire, and evidence is multiplying that University Extension is supplying the opportunity. mediately this places a burden of responsibility upon institutions of learning to furnish the opportunity in the widest possible way and in the best possible manner. I cannot refrain, Mr. President, from calling attention again to the fact that what the world of education is now appreciating was understood and recognized by Columbia University twentyfive years ago.

In the face of criticism and opposition, University Extension was established. As it developed and progressed, the Institute of Arts and Sciences was organized and fully justified this action. Then followed inevitably Home Study. Both have become essential parts of the Extension of the University offering which is affording opportunities of education for adults. I desire to refer with greater fullness to each of these agencies.

The Institute of Arts and Sciences was established by action of the Trustees of Columbia University on February 3, 1913, as a division of University Extension. The development and conduct of this phase of our work was intrusted to Milton J. Davies, whose recent death in July just after the close of

the year has deprived the University of one of its most capable and devoted officers. Mr. Davies was a graduate of the University of Chicago, and in his early career was associated as secretary with Dr. George E. Vincent. Later he turned to the Young Men's Christian Association and finally became the head of the educational work of the Central Branch in Brook-After very careful consideration, Mr. Davies was appointed as assistant to the Director of University Extension in charge of the Institute of Arts and Sciences. He became Associate Director of University Extension in 1925. Mr. Davies was the originator of many of the features which have made the Institute so useful a part of the educational work of the University; he prepared the program on the high plane appropriate to the University traditions; he edited the Fortnightly Weekly, the publication of the Institute and saw that the exercises of the Institute were conducted in a dignified and worthy manner. In fact the Institute as it exists today pictures the ability, the high character, the fine sensitiveness to the best in music, art and literature which made Mr. Davies an ideal officer in charge of a university lyceum. His own words in reference to the Institute set forth his ideals: "The aim of the Institute is to provide a popular program of general lectures and events of a cultural nature. The program is planned for busy men and women. Its scope includes lectures on history, literature, art, music, geography, science, and on current economic and social problems. It comprises also illustrated travel lectures, recitals, dramatic readings. and vocal and instrumental as well as chamber music concerts." This was the program which under the supervision of Mr. Davies was carried out in a fine, consistent manner. During the past year Mr. Davies, although unable because of illness to be actively in charge, has been the guiding hand in the conduct of the Institute. Therefore the service to the public has not faltered. Among the principal events of the vear we might mention the cooperative lectures with twentyfive different departments of the University, five with the Archeological Institute of America, also with the Bergh, Blumenthal, and Carpentier Foundations. An interesting feature has been a series of debates,—the four offered by the Debate Council, the Cambridge-Columbia debate and that between the Honorable Hamilton Fish, Jr. and Professor Edwin R. A. Seligman on the Foreign Debts. In music the concert by the Columbia University Chorus at Town Hall under the leadership of Professor Walter Henry Hall was the outstanding event. The chorus of selected singers numbering 125, were assisted by four soloists: Nora Fauchald, Soprano; Esterre Waterman, Contralto; Louis Caton, Tenor; and Horace Stevens, Bass; with Charles H. Doersam as Organist, and an orchestra of forty from the Philharmonic Society.

Four series of special short courses of lectures aroused considerable interest. Seven were on Significant Current Books and seven on Current Drama and Dramatists by Dr. Richard Burton. Significant Current Events were discussed in seven lectures by Professor Edward M. Earle and Professor Raymond C. Moley. Beyond these there were the usual lectures on Art and Architecture, Literature and the Drama, Science, Travel, Philosophy, History, and Social Sciences, with numerous concerts and recitals. The enrollment of members of this the fourteenth year was 2400 and the total attendance 128,801 at 169 regular Institute meetings and 77 held in cooperation with various departments. In the first year, 1913–1914, there was a membership of 1248 and a total attendance of 60,284.

In 1919, the Home Study division of University Extension was organized. This was due to the opinion that the work done by the Correspondence Schools, which have certainly stimulated, if they have not always aided, could be accomplished for mature students in a much more satisfactory manner by the fully organized institutions, the purpose of which was primarily educational rather than financial. The problems involved in the organization and development of an educational system which would serve those who could not attend classes were entirely new and required the careful thought and ingenuity of those to whom this work was entrusted. The chief problem was the preparation of courses appropriate for home study and adoption of the appropriate

educational method and procedure. This called for cooperation on the part of the various departments of instruction in the University. In the selection of material there was a lack of knowledge which would guide the officers of Home Study and the departments, therefore the experience of the past seven years has been of great value in the determination of what courses should be prepared and how they should be presented.

It must be understood that the officers of Home Study do not engage in teaching; they furnish the mechanism whereby the instructor comes in contact with the student. After the selection of courses and of the method of bringing these to the attention of the prospective student, the problem is of a two-fold character: the appointment of the instructing staff in cooperation with the departments, and the organization of the process whereby the teacher comes at regular intervals in contact with his student. In this operation on the educational side the responsibility, as in all parts of University Extension, is placed on the Department which is represented in Home Study by a supervisor. The supervisors are in turn responsible to the administration of Home Study for the general conduct of the courses in the subject in which they are interested.

With the exception of English the supervisors do not give their entire time to Home Study as they are officers of the University whom the various departments select for this service. These supervisors consult with officers of administration in the Home Study mechanism who are known as secretaries and in this way full coordination of effort arises. Thus additions to the subjects and the courses are proposed by the supervisors and secretaries, the latter emphasizing the economic side such as the public demand, the expense and financial return, while the former supply the instructing force and decide purely educational questions.

The relationship between instructors and students is of constant interest to the department concerned and to the administration of Home Study. All this leads to prompt and adequate service in behalf of the students who deserve and receive first consideration. The Department of English has

a standing committee on Home Study which is advisory to the supervisor in this subject. As Home Study grows the necessity will arise in each subject for a system similar to that adopted by the Department of English. This is the educational part of the organization of Home Study.

After this part of the organization was complete and functioning satisfactorily, the next problem was one of distribution. How shall we make known to prospective students the courses offered and the method of approach? In this part of the organization we were compelled to use methods which many regard as purely commercial and immediately open to criticism. Many look with complacency upon educational suppliants sitting in the outer office of some person of wealth or of a committee of benefactors, and are distressed when business methods are employed by educational institutions to bring their offerings before the public. The Home Study administration determined upon a suitable use of ordinary distribution processes, such as notices in the daily press, dignified advertisements, circularizing lists of interested individuals and the appointment of field advisers. These three essentially allied methods have all been used with satisfactory results. The appointment of a field staff was of great importance since by this method we were able to advise the student and prevent serious mistakes in the selection of subjects of study. field staff selected from those who find in this work an opportunity for extraordinary personal service, is appointed on the approval of the Associate Director, Mr. Tyson, who is advised by a special committee of departmental representatives. The committee at present consists of Professor Gerig, Executive Officer of the Department of Romance Languages; Professor Northcott, Associate Director of University Extension; and Mr. Hodnett, Supervisor in English. The members of the field staff are not selected as salesmen or because of talent in marketing. They are educated men who conscientiously feel what we may term the sanctity of their mission and service. They must advise educationally, must insist upon perseverance to the end and they must call for the recognition of financial obligations. The great weakness on the part of the ordinary

correspondence student is his readiness in yielding to social or other pressure and in abandoning the work which he has undertaken. The reduction in mortality among these students is the problem we are endeavoring to solve and the field men are the potent factors in this task.

Home Study has therefore at the present time worked out its plans for production and distribution. It remains now to study and establish the mechanism which produces the maximum of efficiency with reasonable expenditure of the funds of the University. Thus the assignment of functions of registration and of collection of fees to the offices of the Registrar and the Bursar is now in process of accomplishment. The ordering and shipping of texts and the publication of study outlines will be given over to the University Press as an appropriate function of that organization.

In working out administrative procedure and practice we must understand that the conduct of a department concerned with education in residence differs absolutely from that which deals with students who do not come to the University. This fact must be fully appreciated by all those who are responsible for the attainment in fullest degree of the purpose for which the University exists when considering Home Study.

Now as to results. Is Home Study actually giving adults educational opportunities and are these appreciated by mature students? Last year one student was eighty-three years of age. one of eighty, one of seventy-seven, and one of seventy-five. Sixteen were above seventy years of age, eighty-seven were between sixty and seventy; 345 between fifty and sixty, 878 between forty and fifty, 1822 between thirty and forty, 2015 between twenty and thirty and only 192 under twenty years. Students to the number of 803 declined to confess their ages. Of the total registration, 3797 were men and 2461 women, approximately three men to two women. Every state is represented except Nevada. Foreign countries furnish 112 students who represent every continent. Canada leads with fifty-nine registrations. Outside of New York and New Jersey, states which are already supplied with university extension opportunities such as California, Illinois, Massachusetts, Michigan, Missouri, Pennsylvania, Ohio, show the largest number of registrations. To some extent this is influenced by the presence of the field advisers and the location of great centers of population. About half of those registered have attended college and about one-fifth high school. The college graduates number 1127. The largest number hold clerical positions, the next are engaged in business and the third largest group is from industrial positions. Five hundred are housewives, two hundred physicians, four hundred teachers, and there are one hundred lawyers. One hundred are literary men and fifty are from the military and naval service. In the selection of subjects of study, English in some form, elementary, high school, college, story and magazine writing, leads all others with 2148 registrations. Other popular subjects are mathematics, French, history, accounting and banking.

I have given much space to Home Study as we are now completing the eighth year and can judge from statistics and experience the real accomplishment of this branch of the University's complex organization.

We have been considering the Institute of Arts and Sciences and Home Study and now turn to the residence classes at Morningside Heights held in the late afternoon and evening and to the extramural courses all of which are on an established basis of university classes, students of which are given academic credit according to university regulations strictly administered. By far the largest number of students are to be classified in these two groups. I have referred to the number of registrations above. In my report of last year, I gave important statistics prepared by the Assistant Registrar, Mr. Fox, indicating the age of resident students and the number of points carried. In the report of this year I desire to present a table showing the number of students in residence who complete their courses. The table indicates the number of courses taken by the student and the actual grades received. It is noticeable that the percentage of courses passed is greater in the case of students who elect the greater number of courses. Of those who take one course, less than half pass, slightly over one quarter fail or withdraw, about one quarter are incomplete or absent from examination, and two per cent receive a grade of "D" in that one course. Of the total courses taken a little over one half are passed, about one quarter are failed or dropped and about one fifth are incomplete or receive the deficiency grade of "D". This table prepared by Miss Jacobus of the Registrar's office under the supervision of the Assistant Registrar, Mr. Fox, gives an indication of how persistent the ordinary student in University Extension is. It is the same problem as to mortality to which I have referred above in discussing the weakness of students in Home Study.

GRADES IN UNIVERSITY EXTENSION COURSES*

Morningside Heights winter session 1926-27

| Number of Courses per Student | A | В | С | Р | D | н | Incomplete | Absent | No Credit | F | No Mark | Wd. (office) | Wd. (Unof.) | Wd. (Total) | No. of Registrations | reg. | s, 3, |
|---|--|--|--|-------------------------|----------------------------------|---|------------------------------|-----------------------------------|-------------------------------|------------|---------|---------------------------|-------------|-----------------------------------|---|---|--|
| One Two Three Four Five Six Seven | 389 259 127 122 129 68 8 | 926 607 359 411 352 177 35 | 596 594 464 542 448 177 | 26 14 7 6 2 | 86 87 72 57 56 17 | 731 352 157 114 41 23 4 | 34 16 4 3 6 2 | 227 189 75 55 38 I | 508 358 151 71 49 | 135 107 | 24 | 32 21 16 16 3 | 180 88 | 188 132 93 88 50 6 | 4074 2990 1749 1664 1320 504 70 | 4074 1495 583 416 264 84 10 | 58.82 21.59 8.42 6.01 3.81 1.21 |
| Total | II02 | 2867 | 2838 | 55 | 376 | 1422 | 68 | <u>5</u> 86 | 1138 | 568 | 114 | 88 | 592 | 557 | 12,371 | 6926 | |

SUMMARY (Percentages based on registrations)

| of per it | | ssing ades | Defic Grade | of 'D' | | pletes & m Exam. | Credit | res. No c, With- ds, etc. | of ions | Jo S |
|---|---|--|----------------------------------|--|---|--|--|---|---|---|
| Number Courses p Student | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number of Registrations | Number |
| One Two Three Four Five Six Seven | 1937 1474 957 1081 931 422 60 | 47.55 49.3 54.72 64.96 70.53 83.73 85.71 | 86 87 72 57 56 17 | 2.II 2.9I 4.I2 3.43 4.24 3.37 I.43 | 992 557 236 172 82 30 7 | 24.35 18.63 13.49 10.34 6.21 5.95 | 1059 872 484 354 251 35 | 25.99 29.16 27.67 21.27 19.02 6.95 2.86 | 4074 2990 1749 1664 1320 504 70 | 4074 1495 583 416 264 84 10 |
| Total | 6862 | 55.47 | 376 | 3.04 | 2076 | 16.78 | 3057 | 24.71 | 12.371 | 6926 |

^{*} The basis of this study is registrations, not students.

We are looking forward to a social survey of the student body of University Extension, a survey of backgrounds, and status, social, educational, and economic, so that we may understand more clearly and classify more intelligently the varied needs of our large and heterogeneous student population.

As to general administration, I can report steady progress in provision for the care of the student from an educational point of view. We have relieved congestion at over-crowded hours, lessened the number of conflicts in courses and given greater flexibility to the schedule. Registration is made more simple by the preparation of printed directions and diagrams. We can report most hearty and helpful cooperation from all parts of the University.

In a record of this character I can only refer to the most notable of the activities of the various departments which share largely in the work in University Extension. The supervisor in History, Professor John Allen Krout, reports that the Department has endeavored to add to the distinction of University Extension by bringing to the University outstanding scholars and teachers from other universities. During the past year, Professor M. I. Rostovtzeff of Yale University gave a course in Ancient History and Professor Sidney B. Fay of Smith College gave a course in Modern European History. In the coming year Professor Dana C. Munro of Princeton will conduct a course in Mediaeval History. The instructing staff in this subject is engaged in some form of scholarly activity.

The interest of certain departments in University Extension is evinced particularly by the formation of associations which in some instances have become university organizations and have had an influence upon the interests of the entire institution. The organization of the Instituto de les Españas in 1920, that of di coltura Italiana in 1923, and the Institut des Etudes Françaises in 1924, may be traced to the efforts of the men who were on the staff of University Extension in Spanish, Italian, and French. I may mention in particular Professor Frank Callcott, Professor Peter M. Riccio and Mr. Philippe de La Rochelle. These men have had the enthu-

siastic support of the Department of Romance Languages and its Executive Officer, Professor John L. Gerig. We take special pride in the beautiful Casa Italiana because of the part which Professor Riccio has borne in its promotion. In like manner, Professor Callcott is using effective publicity in calling attention to the need of a Spain-America House. He has aroused much educational interest in giving picturesque evenings of Spanish songs and dances and lectures on subjects associated with Spain.

For the Department of English in University Extension, we may refer to the Laboratory Players, which under the instruction and supervision of Mrs. Estelle H. Davis, have given a remarkable series of American Revivals in the drama thus increasing the knowledge of American literary and dramatic history. Again, the students of the English classes for foreigners have formed a club known as the M. C. C.—the Miller Columbia Circle—because of the self-sacrificing interest of the instructor, Miss Kate B. Miller. This circle consists of all the foreign students of Miss Miller's classes. The President is a Czecho-Slovakian Professor, candidate for the degree of Doctor of Philosophy, the Secretary is an Esthonian, and the Treasurer is a Japanese. At one of the dinners of this club over one hundred foreign born students were present and spoke or endeavored to speak English which was the only language allowed. Frenchmen chatted with Germans or Hungarians, Russians fraternized with Japanese, Italians with Greeks, a gathering very useful for purposes of international peace. One of those present declared that "here visibly the process of Americanization was going forward." In these exceedingly interesting class groups brought from the ends of the earth by a common motive, under the guidance of our expert teachers of English, a great initiation is taking place. Columbia gives perhaps one of her finest services to the nation in the making of American citizens from those who stay in America: one of her greatest contributions to international understanding through what she offers to those who return to their own countries.

The Writers Club has enjoyed a prosperous year growing

constantly in popularity and in membership. Throughout the winter the club has held many meetings addressed by prominent writers, which have been of unusual interest. The club has produced *The Copy of 1927* under the guiding hand of Professor Donald L. Clark, which has received hearty commendation in numerous reviews.

The extramural portion of our task is growing in value and influence each year. Centers are established wherever classes of appropriate numbers are assured and the requests are increasing so that it will be necessary to assign a special Assistant of the Director to this work. We have been able to aid other institutions in the laudable endeavor to place themselves on an appropriate foundation of required work for admission to their courses. Thus the Brooklyn Law School has begun to strengthen its own educational position by demanding one year of collegiate study for admission. This School will now follow the requirements of the Court of Appeals recently formulated. As St. Lawrence University, of which the Brooklyn Law School is a part, is so far removed, Columbia is performing a unique and helpful service by employing its University Extension and Summer Session in aid of a sister institution. The same is true of the collegiate courses offered in part in the buildings of the Long Island College Hospital for the purpose of giving to the Medical College academic connection and close association with those who are preparing its students, thus assuring careful preparation consistent with the ideas of the School of Medicine. These collegiate courses given for the Brooklyn Law School and for the Long Island College Hospital form virtually a Junior College in Brooklyn under University Extension. Provision should now be made by the University to place before these students the possibility of continuing their undergraduate careers at Morningside as candidates for the degree of Bachelor of Science in General Studies. Nevertheless the Junior College is now a recognized and useful phase of collegiate education and the pre-professional career of two years obtains great significance as professional schools call for two years of collegiate study as preparatory to their courses of study.

Mr. Schuyler C. Wallace has been in charge of the collegiate courses offered in the rooms of the Brooklyn Law School and Professor John H. H. Lyon has done the same service for University Extension in the Long Island College Hospital. These officers of the University have understood the problem and with generous sympathy for these students have insisted upon the same high standards called for in under graduate schools of Liberal Arts.

We have been requested repeatedly to establish a center of University Extension in Newark, New Jersey. An endeavor will be made to gratify prospective students in that city during the coming year by establishing courses at the rooms of the Young Women's Christian Association.

In the coming year a special two-year collegiate course will be offered for students, high school graduates, who are in the employ of fire insurance companies. Young men who desire to make the business of fire insurance their career will be given an opportunity to take the following course:

First year

English Composition
Principles of Economics
First Year Accounting
General Chemistry
Introduction to the Study of Business Law
Trigonometry
Insurance Practice

Second year

Business English and commercial correspondence
Elements of Business Administration
Business Statistics
Mathematics of Finance
Insurance Office Organization
Insurance Practice
Fire Insurance Rating

Insurance companies interested in the plan will assume an optional number of scholarships for which the tuition fee has been fixed at \$275 per year with \$50 annually for books. Lectures and recitations will be given in the afternoon and evening so that the students can earn compensation in the forenoon in the offices of the companies. The companies are desirous of thus building up a strong staff in the field and in the executive offices. Here again is a Junior College under University Extension preparing students on a scholarship system for the business of fire insurance. This is only the

beginning of development which may extend into other parts of the business world and lead to training in certain definite fields of business in University Extension and for advanced work and a degree in the School of Business.

I cannot close this report before I refer to those who will no longer be closely connected with University Extension either because of acceptance of positions in other universities or because of transfer to other duties at Columbia. That University Extension has accomplished its purpose and has been a great blessing intellectually to countless thousands is due to those who have given devoted service to the cause. I cannot name them all because of their number. I shall refer, however, to Professor Herbert N. Shenton who goes to Syracuse University to a post of great dignity and usefulness. Professor Shenton organized the work in Sociology and Social Economy for University Extension and showed in this achievement administrative skill and enthusiasm which are a promise of success in his new field of service. Professor Edward Mead Earle last year was transferred to Barnard College and in the present year we are called upon to relinquish Professor Peter M. Riccio. Each of these men was promoted, the former to be Associate Professor in History, the latter to be Assistant Professor in Italian, and we offer our congratulations, although we shall miss their hearty and enthusiastic support. Mr. Robert H. Williams, who has given himself exclusively to University Extension hitherto, now finds his major interest in the work of the University in general. I might name others who have obtained their reputation in University Extension and then have been called to positions for which their experience with us has prepared them.

In 1909, the late President of Harvard University, Charles W. Eliot, said "it has been too much the custom to think of education as an affair of youth and even of the earlier years of youth but it really should be the work of the whole life. The prolongation of the period of formal education for a considerable minority of American children and the provision of summer schools, evening schools, trade schools, correspondence schools, business colleges and reading circles of many

sorts—illustrate the increasing prevalence of the new idea that education is to be prolonged through adult life, and may be carried on in a systematic and active way long after the individual has begun to earn his livelihood in whole or in part." This is the creed of University Extension at Columbia University.

Respectfully submitted,

James C. Egbert,

Director

June 30, 1927

SCHOOL OF BUSINESS

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1927

To the President of the University

STR:

I have the honor to present herewith the report of the School of Business for the year 1926-1927.

I desire first to record the following resolution adopted by the Trustees of the University at their meeting held on April 4, 1927:

Resolved: That pursuant to the provisions of the Statutes, Section 176, the following officers of the University nominated by the President be and hereby are appointed to serve as members of the Administrative Board of the School of Business for three years from July 1, 1927, provided the persons named continue in the service of the University: Director, James C. Egbert, Professor R. C. McCrea, Professor Robert M. Haig, Professor H. Parker Willis, Professor Robert H. Montgomery, Professor Roy B. Kester, Professor T. W. Van Metre.

The School of which this is a report belongs to a group of fifty or more Collegiate Schools of Business of which only three date back before the beginning of the present century. Hence these schools still in their youth give clear evidence in their behavior of the fact of their recent origin and of the stage of early development. Within the period of thirty years these institutions have witnessed various important phases of educational policy. When the pressure of the same economic demand which had brought into existence technical schools and schools of agriculture obtained from established collegiate institutions courses in banking, public finance, transportation, economic geography, and subjects

similarly related to political economy now holding an established position in the academic curriculum, the existence of Schools of Business was foreordained.

Naturally the first consideration was the form which the schools would assume and what relation they should bear to schools of liberal arts, conferring the undergraduate degrees, and to professional and graduate schools. Differences of opinion on the part of educators led to the organization of the undergraduate school of four years, of three years, or of two years, and of the graduate-professional school. In some instances schools were organized as undergraduate and graduate offering both undergraduate and graduate degrees.

From the consideration of form, attention was turned to the subjects of study which should enter the curriculum. It must be acknowledged that the course of study was adopted on the theory that certain subjects of economic interest come nearer the utilitarian than those ordinarily grouped among the social sciences. This was not a logical basis of determination and led to the purely accidental addition of subjects of study. An endeavor has been made in rare instances to establish a logical schematic curriculum. Nevertheless the problem is not as yet solved and remains a subject of great interest to those who are concerned with the development of a school of business.

With these questions still unanswered and with theories and principles not as yet fully determined, attention was turned to methodology, the most satisfactory way of presenting subjects of study in these schools. This became a question of extraordinary interest and has aroused almost boundless discussion, inasmuch as the School of Business Administration of Harvard University adopted and exploited the so-called case system which had been a marked feature of instruction in the schools of law. Here again no final opinion has been reached, although the adoption of the case system has met with favor especially in subjects for which it was immediately recognized as appropriate.

From the system of instruction, educators have turned their interest to research, its place and value in the development of graduate schools. Here it is interesting to note that there is unanimity of opinion and the only question at issue is the adjustment of research to the educational plan so that it may aid and not hinder the instructional purpose of the school.

Finally there is now a return to the consideration of the field of study since it is found that business education is of common interest to law schools, schools of engineering and schools of agriculture. Law schools desire that their graduates shall be able to handle the legal affairs of business through acquaintance with business institutions and practices. Schools of engineering, likewise, must give their students more knowledge of business technique in many fields such as finance, banking and marketing, if they are to train successful managers. On the other hand, schools of business in a reciprocal way recognize the need of instruction in law, engineering and political science, and this is inevitable in the development of these schools. That a system of cooperation between these schools—law, engineering and business—must now be given special study as the present tendency is most significant.

I have outlined the educational questions which have been of chief concern to the educators in the schools of business during their brief existence, as our own school has taken up these various problems and has endeavored to solve them in a way consistent with the purpose of the University. We have adopted a two year undergraduate form with the addition of one or two graduate years. We have added subjects of study most conservatively and where in our opinion such subjects should form part of the fundamental training of a business man. The case system is used with due consideration and when the subject inherently calls for such a method of instruction. We have given enthusiastic support to research and have encouraged the members of the staff to engage in original investigation, relieving them of certain duties for this purpose. We expect that the interest in research will bear largely upon the special work carried on with graduate students and react decidedly for their benefit. Cooperation with the Schools of Law and of Engineering is a part of the

plan of study now adopted by the School of Business. We regard the situation at Columbia as peculiarly adapted to interchange of courses and instructors as these schools are in close proximity to one another and the attitude of the members of the various faculties is most friendly.

Although members of the staff of the School are frequently invited and urged to accept positions in other institutions or in the field of business, it is gratifying to record that our ranks remain unbroken. I can testify to a rather unique devotion and loyalty on the part of our officers which implies a school of unusual vigor and strength.

As Director, I take particular pleasure in announcing the promotion to the full rank of Professor Ralph Harrub Blanchard, Professor of Insurance; James C. Bonbright, Professor of Finance; and Frederick C. Mills, Professor of Statistics. We welcome to our ranks as members of the staff Professor Thomas W. Byrnes, Assistant Professor of Accounting; Mr. Harry Hall, Associate, who will offer courses in Real Estate; and Ralph W. Robey who as Lecturer in Banking will aid Professor Willis; and R. Parker Eastwood as Assistant in Business Statistics.

Professor Robert Murray Haig and Professor John E. Orchard have been away from the University on leave. The former is taking part in research for the Council for Research in the Social Sciences and is in charge of the division investigating the problem of public finance under the general heading "Research in Social and Economic Developments in Post-war France." The latter has been engaged in special investigation of the transition from agriculture to industry in the Far East. Professor O. S. Morgan has been in Asia Minor and Greece giving advice on agricultural problems in the Near East and for the Near East Relief.

Professor Paul H. Nystrom has received a leave of absence so that he may take part in an important business enterprise which was greatly in need of a man of his special training, in the field of marketing.

At the monthly meetings of the staff those who had been absent in the preceding year were called upon to offer some report of their experience. Professor H. Parker Willis spoke on the Banking Commission, organized by the Irish Free State, of which he was chairman; Professor J. Russell Smith discussed the economic backwardness of the Chinese people; Professor O. S. Morgan spoke on his recent trip to the Near East where he acted as Agricultural Adviser; and Professor Robert H. Montgomery addressed the staff on the meeting of the International Association of Accountants to which he had been appointed as delegate from Columbia University.

I can refer only briefly to the activities of the members of the staff in the preparation of articles and books for publication and personal investigation either in the special work to which they were assigned by the Council for Research in the Social Sciences. Professor James C. Bonbright has been engaged on a study of Judicial Valuation, investigating the methods and principles of property valuation as developed in the American Law Courts. The purpose is to publish a comprehensive volume on Judicial Valuation. Various articles have already appeared in the Columbia Law Review, in the Quarterly Journal of Economics, in the Journal of Laws and Public Utility Economics. Other articles are in course of publication.

Professor H. Parker Willis has been aiding in the preparation and drafting of legislation for the Irish Free State on Banking and Currency. Beyond this he has published many articles in magazines and newspapers including "The Turning Point in American Tariff Policy" in the New York Bankers' Magazine, "Review of the Money Situation during 1926" for the Magazine of Wall Street, and "The Irish Banking Commission and its Work", London Bankers' Magazine.

Professor T. W. Van Metre has published this year a book for young and old entitled *Train Tracks and Travel* and also a brochure on *Early Opposition to Steam Railroads*.

Professor R. H. Montgomery has published two volumes on *Income Tax Procedure*, 1927 and an article on "Our Bungling Income Tax Law" in *World's Work*, March, 1927.

Professor Paul T. Brissenden has prepared a selected Bibliography for the United States Bureau of Labor Statistics entitled *Labor Turnover*.

Professor D. H. Davenport has collaborated with others in preparing for the Regional Plan of New York and its Environs, *The Retail Shopping and Financial Districts* and for the New York State Joint Legislative Committee on Taxation and Retrenchment *Statistical Study of Tax Exempt Real Estate in New York State*.

Professor J. Russell Smith has published an article on "Economic Regions of Alaska" in *Economic Geography*, October, 1926.

Professor Frederick C. Mills is engaged in research for the National Bureau of Economic Research in the field of commodity prices. He has published an article on "An Hypothesis Concerning the Duration of Business Cycles" in the *Journal of the American Statistical Society* for December, 1926.

Professor John H. Chapman has written on "Branch Banks and Bank Failures" for the *Bankers Monthly*.

Professor B. H. Beckhart has been engaged on a research study of the New York Money Market. This investigation is under the direction of the Research Council in the Social Sciences of Columbia University. Professor Beckhart has also prepared a chapter on the currency and banking system of Canada for a work on *Foreign Banking Systems* edited by Professor Willis.

We are all impressed by the service which Professor O. S. Morgan is rendering for the Near East Relief. He has given himself to an agricultural survey in Greece, Turkey, the Caucasus, Syria and Palestine and has prepared a series of manuscripts as a basis for text-books in Agriculture for Near East Relief Orphanage Schools in the Levant. Professor Morgan has also published an article on "Agriculture in Greece" in Rural America, Volume IV, and "Agriculture in Syra, (The Greek Island)" in The New Near East for March, 1927.

Dr. H. K. Nixon, Lecturer in Advertising, has been engaged in investigating such problems as the Efficiency of Radio Advertising, Advertising as a Vocation, and An Association Technique for Measuring Memory of Advertisements. Dr. Nixon has edited An Investigation of Attention to Advertisements for the Columbia University Press to which I shall refer

below. This summary indicating the activity of members of the staff is necessarily incomplete.

It is appropriate at this point to refer to the first publications of the School of Business which are the direct product of the work of the staff of the School.

The first volume entitled *Scandinavian Banking Laws* was published for the School of Business by the Columbia University Press in September, 1926. Letters have been received from all parts of the world expressing appreciation of the publication of the first of a series giving the results of special research work carried on by the School. Thus from the Deutsche Bank of Berlin, Germany:

"The interesting historical, legal and statistical data contained in this book are presented in this beautiful and accessible form for the first time so far as I am aware. Both thanks and congratulations are due therefore to the School of Business and its Director for their thought and effort in connection with this valuable work."

From the British Overseas Bank, London, England:

"I have been asked by Viscount Churchill to acknowledge on his behalf the gift of your publication on Scandinavian Banking Laws. His Lordship has asked me to express to you his thanks for the book which will be of great service to us in studying conditions in Scandinavia."

The second volume is entitled An Investigation of Attention to Advertisements and is the work of Dr. Howard K. Nixon Lecturer in Advertising in the School of Business. This book aroused great interest on the part of specialists in this field. General and favorable comment was given to Dr. Nixon's study.

The third volume prepared under the direction of Professor Paul H. Nystrom entitled A Bibliography of Retailing is now in the press.

The expense of these publications is met from the special fund furnished by Professor Robert H. Montgomery, Professor of Accounting.

I have referred above to the appointment of Mr. Harry Hall as Associate in the School, which enables us to offer two important courses in Real Estate—Real Estate Transactions and Fundamental Principles of Real Estate Evolution and Practice. Mr. Hall comes to the school with a wide experience in this field in which he is regarded as an expert. He has for a number of years been engaged in presenting this subject to classes of young men particularly in University Extension.

As supplementary to the work in Insurance in the School of Business a special two year course in Fire Insurance will be given in University Extension in the coming year. This course is intended for students in the employ of insurance companies and will be of collegiate grade as students must all be high school graduates. Professor Blanchard will have general supervision of these courses.

I have also mentioned the addition of Professor Thomas W. Byrnes to the staff of the School. This is in recognition of the special service rendered by him in the Auditing Laboratory which is a unique feature of the work in Accounting.

The students of the School fall naturally into the classification of undergraduates and graduates. For the year 1926-1927, the number of the former was 188 against 186 of the preceding year. These are candidates for the Bachelor of Science degree. The graduate students, candidates for the degrees of Master of Science and Doctor of Philosophy. numbered 125 against 115 of the year 1925-1926. Other students not candidates for a degree were either those seeking the certificate in Business, numbering 28 against 18 of the preceding year, or unclassified students numbering 44 against 71. It will be seen that a decrease is found alone in the ranks of the unclassified students. The increase in the number of graduate students is noteworthy. At the Commencement in June last, the number of graduates receiving the degree of Bachelor of Science was 80 as compared with 91 in the preceding year, but those who received the degree of Master of Science numbered 39 as compared with 19 in June, 1926. These facts, together with those stated above as to the number of students registered for the undergraduate and graduate degrees as compared with the number of unclassified students, indicate an interest in the degrees on the part of those registered in the School of Business and although the figures are

very small, a growth in the number of graduates as compared with the undergraduates.

Although the details as to registration are given in the report of the Registrar, I think I should call attention to certain other items of interest, thus, of 385 students, 269 came from outside of New York City and 239 outside of New York State. With this fact should be considered also that 62 of our students come from foreign countries, all indicating that the School of Business is both a national and international institution. Students of the school come from 168 different institutions, 78 were registered from Columbia College, 15 from courses in University Extension of Columbia University, 8 from the University of Michigan, 6 each from the University of Wisconsin and from Washington University, St. Louis, 5 each from Barnard, Cornell University, Harvard University and the University of California.

A very clear understanding exists in the School of Business that it is not the function of the School to prepare its students for positions for which they may be regarded as fully qualified at the conclusion of the course. We aim to give the student fundamental business principles which prepare him for business in a general way rather than for any special career. Nevertheless, this does not justify any lack of interest in the business well-being of our students, and in the recognition of an obligation to place the students in positions for which they are specially adapted. For this reason the Staff has appointed a Committee on Employment. The members of the Committee are: Professor P. F. Brissenden, Chairman; Professor F. C. Mills, Professor T. W. Van Metre, Mr. N. M. McKnight, University Secretary of Appointments; Miss Clara E. Velting, Secretary to Faculty Committee on Employment.

This Committee has the advantage of active cooperation with the University Committee on the Employment of Students and a Students' Committee of which Mr. J. G. Wells is Chairman. These cooperating Committees have functioned in a most satisfactory manner during the past academic year. The Committee reports 74 men and 14 women registered for

employment. Employers have applied for 161 students to fill positions, whereas their requests numbered only 76 in the preceding year. Of this number 13 were needed as teachers in Schools of Business or other educational institutions. The Committee has recommended 67 students for various positions after a very careful study of their qualifications but has experienced considerable difficulty in supplying candidates for the positions which were open. The number of students actually placed was 85 as compared with 31 of the preceding vear. At least 84 business houses desired the aid of the Committee in the selection of students for employment. Committee has also extended its acquaintance particularly in the metropolitan area. Schools and colleges to the number of 13 have reported vacancies on their staff and requested nominations for the positions. The occupational classification of the requisitions from employers show that accountants are in demand, also statisticians, salesmen, and teachers, with banking and brokerage as second in the numbers of requests. The students appear to favor accounting, banking, foreign trade and advertising in the order named, with investments and marketing in the next position of preference. The helpfulness of the Committee in considering the vocational interests and preferences of the students has been appreciably increased by the reorganization and subsequent activity of the Student Committee on Employment. J. G. Wells was Chairman, and W. R. White and Joseph D. Weiss, were his associates. These students have energetically cooperated with the Committee of the Staff. They endeavored through a carefully prepared questionnaire to obtain details respecting the qualifications of the students. Those who needed assistance in obtaining positions were invited to call upon a member of the Student Committee. Those who were uncertain as to their fitness for any particular line of work they should follow were directed to suitable advisers. Beyond this the Committee prepared a report which contains a review of the work of the Students' Committee and suggestions built upon the experience of the past year and to insure the existence and future usefulness of the Committee. The Committee is organized so as to consist of these students who expect to graduate at the close of the year and those who will remain for at least a year longer. The members remaining in the School for the ensuing year are Leonard Drake, Chairman, Duncan Merriwether and Miss Louise Arnold.

The Student Committee has submitted a report which contains valuable suggestions as, e.g., a specific recommendation is made that vocational guidance and placement in the School of Business be assigned to a specialist, a trained psychologist who shall give attention to this work of analyzing a student's qualities, capacities, occupational potentialities, etc., and then advising in regard to choice of studies, character of outside activities and a future career. Such an officer should be given suitable rank in the School.

Again the School does not attempt to give practical training in business as part of its curriculum. Nevertheless it is the desire of the members of the staff to bring the students into close contact with business life. They are urged to engage in business during the vacation season and many assuming a reduced program of study, engage in a limited and restricted degree in business during the academic year.

The School is deeply interested in coming into close contact with the business men of the city and to enlist their interest and sympathy in the development of the School and in its progress in accomplishment of its purpose. The Chamber of Commerce many years ago brought to the attention of Columbia University, the desirability of establishing a School of Business as part of its professional educational plan. It was not until 1917 that this School was organized. At that time the Chamber of Commerce authorized an Advisory Committee of the School of Business of Columbia University and the late Dr. Alexander C. Humphreys was the first Chairman and Lionel Sutro Vice Chairman. During the past Spring a new Committee has been appointed, the personnel of which is as follows: Samuel W. Reyburn, Chairman; Edward D. Adams, Charles L. Bernheimer, George P. Brett, Thomas A. Buckner, Frederick Coykendall, Charles T. Gwynne, Willard V. King, John P. Munn, Robert Olyphant,

James H. Post, Cornelius A. Pugsley, Charles H. Sabin, Samuel Sachs, Lionel Sutro.

The duties of this Committee have never been formulated. Nevertheless the purpose of the Committee certainly looks to a closer contact of the officers and students of the School with the business life of New York and reciprocal interest on the part of members of the Committee. The lawyers of New York are interested in the School of Law, its high rank, its thorough training of those who are to enter their profession. In like manner the physicians keep a watchful eve upon the schools which are training those who are to swell the ranks of their profession. So the business man should look upon the professional School of Business with the same jealous gaze, earnestly desiring that the schools which are preparing those who are to be his associates should be such as to elevate the profession to which he belongs. The other side of this matter, the need of close contact on the part of the student of law with the practising lawyer, the student of medicine with the physician and the student of business with the man in the counting room or in the bank or in the executive office, is so clear as to seem absurd to mention. Hence we welcome most heartily the appointment of the new Advisory Committee of the Chamber of Commerce as we express our appreciation of the interest of that now retiring. Contact with the business life of the city is maintained also through addresses made before the students by men of distinction in their particular fields. During the past academic year the following gentlemen have spoken before classes of the School: Mr. H. S. Yohe, Department of Agriculture, Washington, D. C., who is in charge of the administration of the United States Warehouse Act; before the Banking Seminar, Dr. B. M. Anderson. Chase National Bank: Dr. A. H. Steiner, College of the City of New York, Mr. N. I. Carsen, Federal Reserve Board: before the Seminar on the Law of Business Organization. Mr. R. C. Rathbone, Director of the Interborough Rapid Transit Corporation; Mr. Robert T. Swaine of the firm of Cravath, Henderson, and De Gersdorff, Mr. Ralph F. Colin of the firm of Rosenberg and Ball and Mr. Eustace Seligman of

the firm of Sullivan and Cromwell: before the class in Business Statistics, Dr. M. R. Neifeld, Beneficial Operating Bureau of New York, Mr. E. G. Reynolds, General Motors Acceptance Corporation of New York, Mr. J. G. Lawrence, Detroit Steel Products Company, Detroit, Michigan, Mr. Alan S. Broms, Basbex Company, New York City; also before the Accounting Seminar, Mr. W. B. Cokell, of Paramount-Famous-Lasky Corporation, Mr. Charles M. Neubauer, of Premier & Potter Prtg. Press Company, Mr. C. R. Stevenson, of the firm of Stevenson, Harrison and Jordan, Mr. Walter Rautenstrauch, of the Splitdorf Electric Company, Mr. T. N. McNiece, of the Union Carbon and Carbide Company, Mr. S. Einstein, of R. H. Macy and Company, Mr. H. G. Freeman, of the National Cloak and Suit Company, Mr. David E. Golieb, of Einstein-Wolff Company, Mr. Wallace Clark, Industrial Engineer, Mrs. Frank B. Gailbraith, Industrial Engineer, Mr. John H. Williams, Industrial Engineer, Mr. Edmond E. Lincoln, of the Western Electric Company, Mr. Albert Bradley, of General Motors Corporation, Mr. E. A. Camman, of Peat, Marwick, Mitchell and Company, Mr. C. P. Staubach of the Burroughs Adding Machine Company, Mr. Edward F. Chinlund, of the International Telephone and Telegraph Company, Mr. H. A. Hopf, of the firm of H. A. Hopf and Company, Management Engineers, Mr. Ernest Katz, of R. H. Macy and Company, Mr. Charles A. Williams, of the American Safety Razor Corporation, Mr. Thomas L. Woolhouse, of the Morse International Agency, Mr. Ernest Horwath of Horwath & Horwath, Hotel Accountants, Mr. Chester E. Weger, of Henry L. Doherty and Company, Mr. Lester Brumm, of R. H. Macy and Company, Mr. Howard B. Smith, of the Bank of America, Mr. Maurice E. Peloubet, of Pogson, Peloubet and Company, Mr. J. Andrew Crafts, of J. Andrew Crafts and Company, Mr. E. V. Walters, of R. H. Macy and Company, Mr. Louis F. Musil, of Henry L. Doherty and Company, Mr. Henry W. Sweeney, of Price, Waterhouse and Company, Mr. Harold H. Huling of Elliott, Fisher Company.

The School of Business has always been open to women on the same terms as to men. At the time of the organization

of the School, the education of women for business careers was definitely provided for. A course in Secretarial Studies leads to the degree of Bachelor of Science and a special certificate in Business is offered to college graduates who spend one year at the School. During the past year 28 women were candidates for the degree and 23 for the Secretarial Certificate. The social conditions of the present day justify fully the granting this opportunity to women for training for business. Woman's part in the business world is fully recognized. Able and serious-minded women are taking part in business both for their own financial independence and because they desire to be factors in the development of social life. Well trained women in business are assuming greater importance every day and are destroying the theory that they are engaging in business simply as a temporary matter before entering upon another career.

Officers and students of the School are continually appreciative of the noble and useful building which forms its home and this is a persistent incentive to the development and growth of the School. This development, however, cannot be accomplished unless means are provided for certain necessary objects. The School has a distinguished body of men on its staff who are giving of their best in devoted service. Nevertheless these men, notwithstanding their loyalty to the University, cannot remain as officers of the School unless compensation is furnished commensurate with the income which they can obtain in other positions either of an educational or business character. I must therefore place before you, the President and the Trustees of the University, an early consideration of this matter which is of vital importance for the welfare of the School.

The Library of the School is used by students of the School, by those students of University Extension who are taking courses in business and by many from other schools. In consequence the demand for books and service is continually increasing. The University should provide sufficient funds for this essential part of the equipment. Professor Montgomery has presented to the School a unique collection of

old and rare books particularly illustrating the history of accounting, which are already making the library most valuable for the historical study of business. We also possess the Marvyn Scudder collection which consists of 6,000 volumes of reports on insurance, banking and railroads; financial reference books, daily reports and quotations of American and foreign stock exchanges and current periodicals on financial matters, and special reports, annual statements and newspaper clippings of about 100,000 corporations are in the This collection, of extraordinary value for research students and open to the business men of the city, must be maintained and furnished with supplementary documents or its value will speedily disappear. It is our purpose to build up the most important business library in the country, which we feel should be located in New York. To accomplish this desirable purpose we need the assistance of the business world which centers so largely in New York.

The excellent results which have been attained through the interest of our officers in research leads us to long for greater opportunities for graduate students through fellowships which might well take the form of travelling fellowships. The University has granted to the School of Business one annual fellowship of \$1500. We would heartily welcome aid in this direction and hope that the endowment of the School may be increased for this purpose in the immediate future. Many instructors in other colleges would welcome the opportunity of spending a year at the School of Business of Columbia University if some financial assistance were granted while they were engaged in advanced study and pursuing original investigations.

As tuition fees in colleges and universities have increased the demand for financial aid for needy and deserving students has grown greater, and attention of educators has been drawn to the appropriate way of treating this situation. In some instances direct subsidies have been granted to worthy students, but many regard this as a perversion of the scholarship system whereby students receive help if their standing places them above their fellows. Others favor a system of prize scholarships awarded to the best in a series of competitors, and other schools have established funds which are loaned to students at a suitable rate of interest. The Harmon Foundation has established an elaborate system of loan funds and is meeting with considerable success in placing the responsibility upon the student and requiring from him a business-like treatment of loans thus made.

The best opinion seems to center about scholarships offered as prizes and a loan fund open with suitable restrictions to all students. Our own School still in its youth is not possessed of endowment given for scholarships. The University has, however, begun a scholarship system by offering three scholarships to aid in the payment of tuition fees. The School also has a liberal loan fund from the University and \$1,000 per year from the Harmon Foundation. The loan fund is peculiarly appropriate for a School of Business as it can be used in training students to assume a businesslike attitude and to recognize the real value of education which students regard as cheap because many feel that it should be furnished as far as possible "without money and without price." A loan system placed as far as practicable in the hands of such financial agencies as banks or security companies would remove the suggestion of philanthropy which unfortunately clings to a scholarship system.

The statement is often made that Schools of Business can be conducted at comparatively little expense because with the exception of the library little or no equipment is needed for whatever scientific work is undertaken. There is considerable truth in this statement. Nevertheless we should not be led to ignore the importance of laboratory work in statistics, accounting and banking. In these subjects in particular business equipment in the form of machines is vital in the conduct of the work. Although at the present time our departments are supplied with necessary statistical and accounting machines, we have not given sufficient attention to this subject.

The School should establish an office machine course which should be placed in the hands of a competent instructor.

Thus we should have courses in banking machines, insurance machines, finance machines, accounting machines and secretarial machines. The students should be taught the history, use and mechanism of each machine. Thus, secretarial students should be familiar with the mimeograph, multigraph, addressograph, adding machine, dictaphone, check protector, filing cabinets, Monroe calculator, and many others now so freely used in business offices. We are desirous of finding a suitable room for these machines and then shall call for funds to purchase them or for gifts from those who feel that a School of Business should have suitable laboratory equipment.

During the past year, the attention of the Administrative Board has been called to the appropriateness of adding to the service of the School of Business training in certain special sides of business life. Business men interested in the textile industry have felt the need of men who could become managers and executives in that field who are familiar with the artistic, mechanical and business side of the textile industry. The part which the School of Business should take in education of this character has been regarded as problematical. It is certainly not the part of the School to rival the excellent technical schools at Lowell and at Philadelphia. Yet these specialized forms of business activity looking to the training of those who can become business executives and leaders seem to come within the province of a school which is to aid in producing business men for special as well as the general fields.

Our attention has also been drawn to the demand for well trained business men in the production of moving pictures, and the conduct of what is now an elaborately developed industry. Here again we are faced with the question of the appropriateness of preparing students for this specialized form of business activity and of the obligation resting upon the School in the appeals which are coming to us from the business world.

These are some of the needs of the School and the problems which it must solve in its development.

I can with considerable satisfaction refer to the high character of the students who come to us for business training. They come, Mr. President, because the University has established a worthy school with a distinguished and worthy staff.

Respectfully submitted,

JAMES C. EGBERT,

Director

June 30, 1927

SCHOOL OF LIBRARY SERVICE

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1927

To the President of the University

SIR:

I have the honor to present herewith my first annual report on the work of the School of Library Service.

In order to make the record complete, it may not be out of place to review the principal events in the establishment of the School of Library Service which took place in the months preceding the beginning of the academic year 1926–1927.

The documentary history of the School may be traced back to a proposal for the establishment of a School of Library Economy, addressed to the Trustees of Columbia College by Melvil Dewey, then the Librarian of the College, and laid before them by President Barnard on May 7, 1883. A year later, on May 5, 1884, a resolution was adopted by the Trustees authorizing the establishment of such a school to be opened in October, 1886. Formal opening was postponed, however, until January 5, 1887. It may be said therefore that the first school established solely for the professional training of librarians was started at Columbia College in 1887. Two years later, when Mr. Dewey became Director of the State Library, the School was transferred to Albany and became known as the New York State Library School.

The value of formal professional training for librarians having been amply demonstrated by Mr. Dewey's school, other schools were established in different parts of the country, beginning with the Pratt Institute School of Library Science in 1890. By 1920 some fourteen or fifteen library schools had come into being, many of them under the direction of graduates of the New York State Library School, and most of them maintained by or conducted under the auspices of some public

library. About 1920 a movement towards higher standards and university affiliation for library schools became perceptible. This movement culminated in 1924 in the creation by the American Library Association of a Board of Education for Librarianship, one of the principal functions of which was to be the formulation of minimum standards for library schools. The standards proposed in the first annual report of the Board (for the year 1924) required all types of library schools, except the so-called Junior Undergraduate, to be connected with an approved degree-conferring institution. Schools offering advanced graduate work had to be an integral part of a university which meets the standards for graduate study laid down by the Association of American Universities.

In order to meet the standards proposed by the Board of Education for Librarianship, several of the older schools raised their requirements for admission to college graduation and became definitely affiliated with a local university. The question of a university connection was therefore naturally raised for the New York State Library School. It had admitted only college graduates since 1902 and had consistently maintained high standards of instruction. But under the new conditions it seemed likely to lose its position of leadership through inadequate financial support and the transfer of the best members of its teaching staff to the new university library schools in the process of organization.

At this juncture the possibility of transferring the School back to Columbia University was suggested and seemed to meet with general approval. The Alumni Association of the New York State Library School, at a meeting held in New York City on March 27, 1926, voted unanimously "that it is the consensus of opinion of the Alumni of the New York State Library School here present that, if satisfactory arrangements can be made with Columbia University, the Library School return to the University where it originated." Finally on April 22, 1926, following informal negotiations with the University authorities, the Regents of the University of the State of New York voted to transfer the New York State Library School to Columbia University "at such time or

times before September, 1927, as may be agreed upon after satisfactory arrangements covering details, particularly suitable quarters, shall have been arranged between the faculty of the Library School and the Columbia authorities."

The question of university affiliation had also presented itself in the case of the Library School of the New York Public Library, which had been established in 1911 by means of a grant from Mr. Andrew Carnegie. Under capable direction from the beginning, it had come to be recognized as one of the strongest library schools in the country. The authorities of the New York Public Library, however, believed the time had come to transfer the School to the University. "For some years," said Director Anderson at the formal opening of the School of Library Service on October 1, 1926, "I had felt that the Library School of the New York Public Library would be in a position to render more efficient service if it were connected with a teaching institution. We were short of space in our central building at Fifth Avenue and Fortysecond Street and there seemed to be no good reason why a school which sent its graduates all over the United States, and to some foreign countries, should be conducted in a public building erected by the City of New York." After informal discussion of the transfer with the officers of the University, the Trustees of the New York Public Library voted on March 10, 1926, to transfer its Library School to Columbia. A grant of \$25,000 a year for ten years had been made by the Carnegie Corporation to the Library School of the New York Public Library. This generous appropriation the Corporation now transferred to the University, thus insuring the financial support of the new School.

The first step in the organization of the School was the appointment of a Director, who took up his duties on May 1, 1926. Associated with him as a committee on organization, President Butler appointed Mr. Frederick Coykendall, Chairman of the Committee on Education of the Trustees, and Mr. Frank D. Fackenthal, Secretary of the University.

Attention was first given to the selection of teaching and administrative staffs. It was obviously impossible for the

University to take over the entire staff of both schools. Parttime members of the staff of the New York State Library School naturally remained with the State Library. It was a happy augury for the success of the new School that all invitations to members of the faculty of both Schools to join the staff of the new School at Columbia were promptly accepted. Mr. E. J. Reece, who had been Principal of the Library School of the New York Public Library since 1917, joined the staff of the new School as Associate Professor of Library Administration, and Mary L. Sutliff as Assistant Professor of Classification. From the New York State Library School, Isabella K. Rhodes came as Assistant Professor of Cataloguing. Edna M. Sanderson, who had been connected with the School at Albany since 1900—as its Vice-Director since 1920—came as Assistant Professor of Library Administration and Assistant to the Director, and brought with her two efficient assistants, Gertrude P. Thorpe and Dorothy Plum. John S. Cleavinger, Librarian of the Saginaw (Michigan) Public Libraries, accepted an Associate Professorship of Bibliography, thus completing the list of full-time members of the staff as originally planned for the first year.

The size of the student body for the first year was a matter of speculation from the beginning. Two factors seemed likely to keep down the registration. In the first place, plans for the merging of the two existing schools were completed so late in the year that many students who might have preferred to come to Columbia had made their plans to go elsewhere. More important was the fact that the tuition fee at the University was much larger than it had been in either of the other schools, while living expenses in New York City were considerably higher than at Albany. The total tuition fee in the New York State Library School for the entire two years was \$100 for resident and \$150 for non-resident students. In the Library School of the New York Public Library the fee for tuition was \$75 for the first year and \$25 for the second. Even this moderate fee was reduced to \$45 for first-year students whose homes were within New York City or within commuting distance of the School. It was assumed that an

increase of from 400 to 600 per cent in the tuition fee would tend to keep the registration at Columbia below what it had been in recent years in the two Schools. The number of first-year students in each of the schools had in recent years been about thirty. It was estimated, therefore, that the registration in the School of Library Service would probably not exceed fifty in the year 1926–1927. This calculation proved to be too conservative.

The most important influence in offsetting the higher cost of tuition and living expenses was probably a certain prestige that the consolidation of two of the largest and strongest schools had given the new School. Undoubtedly the University connection made a strong appeal to college graduates. It is apparent also that able young men and women when they come to decide where they will go for their professional education do not permit a difference of a few hundred dollars to keep them from attending the institution in which they prefer to get their training. It should also be noted that in 1926-1927 enrollments increased in nearly all of the library schools, as a result, apparently, of the widespread publicity given in the last few years to the shortage of well-trained librarians and to efforts on the part of such organizations as the American Library Association to bring the opportunities for service in the library field to the attention of properly qualified men and women.

By the beginning of August it was evident that the first-year class would far exceed the number estimated, if all the well-qualified applicants were admitted. As it seemed unwise to turn away first-rate students, it was promptly decided to raise the number to be received from fifty to seventy-five or eighty, to divide the class for purposes of instruction into two sections, and to add two full-time members to the teaching staff. Although it was now late in the year to find competent instructors, we were fortunate in being able to secure the services of Lucy E. Fay and Margaret S. Williams, both of whom had recently been on the staff of the New York State Library School.

The total registration in the School for the year was 109. Seven of these, however, were registered as candidates for the Master's Degree and since the School offered no work during the year for credit towards this degree they elected courses in Teachers College and in the Faculties of Philosophy and Political Science, for which credit will be allowed towards the Master's Degree in the School of Library Service. Eighteen of the registrants were members of the staff of the New York Public Library, of the University Library, or of some other local library, and gave only a part of their time to their work in the School.

Seventy-five students completed the work covered by the first-year curriculum and received the degree of Bachelor of Science. Two others, because of serious illness in the Spring Session, fell just short of the goal but will complete the requirements and receive the degree in 1928. Thirty-one different states and six foreign countries were represented by the 109 registrants. Six students had already received the degree of Master of Arts and one held the degree of Doctor of Philosophy.

Pending the time when adequate and permanent quarters could be provided, the Trustees of the University set aside East Hall for the use of the School. The time proved to be too short, however, to find other space for the activities housed in the building and to have it re-conditioned by the opening of the Winter Session. Temporary quarters were therefore provided in Earl Hall. The large auditorium served admirably as a study room and also, somewhat less adequately, accommodated the reference library. Temporary shelving was set up on the stage for the practice collections. Two small rooms opening off the stage made convenient workrooms. The large trophy room on the first floor of the building was used for the administrative office as well as for desks of members of the teaching staff. Lecture rooms were assigned in the School of Business Building. As a result of prolonged delays in having East Hall vacated, the School remained in Earl Hall throughout the year. Most of the teaching equipment not absolutely necessary for the first-year work was stored in the basement of the Library. Although these temporary

quarters were inconvenient and inadequate in many ways, both staff and students accepted the situation cheerfully and without complaint. The unfailing courtesy and cooperation of the officers of other departments located in the building, and particularly of Mr. Herbert B. Howe, Director of Earl Hall, were gratefully appreciated. A generous appropriation was made by the Trustees to renovate East Hall thoroughly and at the close of the year the School had begun to move into what it is expected will be its home until it occupies permanent quarters in a new University Library building.

The work of the School is conducted under the general supervision of an Administrative Board, appointed by the President, after the fashion of the Schools of Architecture. Business, and Journalism, University Extension and Summer Session. For the year 1926-1927 the Administrative Board consisted of Professor John J. Coss, Mr. Frederick Coykendall, Mr. Frank D. Fackenthal, Professor Robert H. Fife, Mr. Roger Howson, Professor Robert E. Leonard, and the Director. Plans for the organization of the School developed too late to submit a curriculum to the University Council for its approval at its final meeting for the year 1925-1926. With the informal approval of the members of the Executive Committee of the Council a curriculum for the first-year work was prepared, covering essentially the same field as the first-year program of other accredited library schools, and a preliminary announcement was issued. Following the practice of the other library schools, it was originally planned to grant a certificate on the completion of the first year's work, but at a meeting of the Administrative Board held on October 11, 1926, it was voted to recommend to the University Council that the first-year work should be recognized by the degree of Bachelor of Science. This proposal was approved by the Council on October 19, together with the further recommendations that the degree of Master of Science be awarded on the successful completion of a second year, and that a certificate be issued to students successfully completing a program of studies in library service to be offered through University Extension and Summer Session.

In laying plans for the organization of the School it was assumed that after the graduate course was well established it might be desirable to offer training in library methods for the benefit of those who need instruction in certain subjects but do not care for full professional training, for those who cannot afford the time to pursue the regular graduate course, and for library workers of various grades who desire a thorough training but lack the college degree. By the first of September urgent demand for instruction of this character had arisen and it was decided to begin this part of the program at once. Accordingly, arrangements were made with the Director of University Extension to offer a two-point course in Cataloguing extending throughout the year. By the end of the Winter Session so many additional applications had been received that the first half of the course was repeated in the Spring Session. Many of these students will now proceed as rapidly as their time allows to complete the program of thirty tuition points required for the Certificate, which, as noted above, was authorized by the University Council on October 19.

Members of this first Extension class represented a high level of ability and more experience on the average than the graduate students. As a matter of fact, many of the Extension students are college and normal school graduates. It is felt that Extension teaching is a service which the School and the University owe to the libraries of Greater New York and vicinity. The requirements for admission and the program of instruction for the Certificate are designed to meet the standards adopted by the Council of the American Library Association for Library Schools of the so-called Junior Undergraduate grade.

Classes began on September 23. On October I at 4 o'clock formal opening exercises were held in McMillin Academic Theatre at which brief addresses were delivered by the Director, by Dr. James I. Wyer, the third and last Director of the New York State Library School, by Dr. Edwin H. Anderson, the second Director of the New York State Library School and now Director of the New York Public Library, by Dr. Melvil Dewey, founder and first Director of the School,

and by the President of the University. It was a point of special interest that the three men who had served as director of the New York State Library School during the forty years of its service were present to express their approval of the return of the School to Columbia. Dr. Dewey spoke of the conditions under which the School was established and of the experience during its first two years at Columbia. Dr. Anderson briefly traced the development of the idea of consolidating at Columbia the two Schools which had been under his direction. President Butler responded in a felicitous address, of which the following paragraphs at least should be preserved in this first report:

"By the act of the authorities of the New York Public Library and on the recommendation and at the instigation of a distinguished member of this University whom we always delight to honor, Dr. Anderson; and by the consent and approval of the Regents of the University of the State of New York on the recommendation and on the instigation of Dr. Wyer; and with the blessing of Mr. Bowker, whose great service to library knowledge, library administration, and library schools has been emphasized by Dr. Dewey and rejoiced in by all of us; and with the approval and personal presence of Dr. Dewey, himself the originator of the idea and the first formulator of all those instrumentalities that he so imperfectly described—he could have told you much more about them had time served—which together made up a great group of carefully planned and well-thought-out agencies for advancement of adult education in the United States: with all these and with the unanimous approval and satisfaction of the Trustees of Columbia University in this year of grace 1926, this School of Library Service, well organized, well staffed, and well administered, opens its doors.

"Just one word more. Dr. Dewey touched upon something which is very close to my own heart, namely, that we never can do much to educate the American people until we get them to give up the notion that education is given by schools and that it stops when school days are over. Schools are a device, more or less admirable and more or less effective, for

the purpose of doing a certain thing at a certain time with a view to starting a movement which it is hoped will become permanent. The shopworn story of the college graduate who, grasping his diploma on Commencement Day, dashed out upon the campus and shouted, 'Thank God, I am educated!' precisely represents the point of view of the average unreflecting person. The fact is, however, that not one man in a hundred is ever again so intellectually alert and so intellectually active as at about twenty-one or twenty-two years of age. By that time he settles down into the humdrum of life, business, profession, what you will, and ceases to grow intellectually through lack of stimulus and through lack of personal initiative. The chief educational task of a democracy is to break up that habit, or, better vet, to keep it from forming. The emphasis must be put where it belongs,—not upon the school, which is a very subordinate and limited instrument. but upon the continued and permanent educational process which the individual must learn to carry on for himself through life. The library is the necessary and fundamental instrument for adult education."

At the time the Regents of the University of the State of New York approved the transfer of the School to Columbia it was understood that the transfer would be spread over a period of two years, the first-year class, known as the Junior Class, being removed from Albany in 1926–1927, the Senior Class remaining for another year's work and their B.L.S. degree. It soon became apparent that this plan could not be carried out. Consequently, the second-year work was omitted entirely, the students who found it necessary to complete a two-year course at once going to other institutions, and the rest waiting until they could spend a year at Columbia to work for their Master's degree.

All records and correspondence relating to graduates and former students were transferred with both Schools. Collections of books used for the practice work of students in Cataloguing, Classification, and Book Selection, came from both Schools, the one from the New York State School being the largest and the most important. It consisted of about

6,000 volumes, half of which were technically State property and therefore had to be purchased by the University. few bibliographical and reference works representing duplicate copies in the State Library and used by the School were also purchased. The collection of books on library economy, the largest and most important in any library school, belonged to the State Library and could not be purchased. The Library of the School of the New York Public Library, while not so large, had been built up more recently, was well selected, and was transferred to the new School without expense to the University. Book collections received from the two schools supplemented each other admirably, so that with the purchase of a comparatively small amount of new material the School was able to begin its work well equipped for the first-year curriculum. The larger classes anticipated in the future and the addition of advanced courses will make it necessary to spend at least \$3,000 for books next year.

With the New York State School came an interesting and valuable collection of about 2,500 children's books, representing the development of literature for children in America. This collection had been built up in the New York State Library School by gifts from friends of the School. The collection will be housed in the Main Library Building until the School has adequate and fireproof quarters. It is hoped that through further gifts from Alumni and others who are interested this collection may be enriched and extended in scope to make it still more valuable for research purposes. From the School at Albany there was also received an Alumni collection consisting of all the published writings of the graduates of the School. This collection will be shelved in Room 306 East Hall.

A part of the furniture used by each of the Schools was transferred to the University; that from the New York State School, however, being legally State property, had to be purchased. With the consent of the State Board of Estimate, the University purchased from the State Education Department without the usual competitive bidding fifty desks built especially for the use of library school students, seventy-one small bookcases, and ninety lecture room chairs with folding

writing arm. The furniture received from the New York Public Library consisted of standard filing cabinets, card catalogue cases, a large exhibit case and miscellaneous library equipment. To supplement the furniture acquired by transfer, it was necessary to purchase at once twenty-five more student desks, chairs for all student desks, library tables, and desks and chairs for staff and office use. To provide for a larger staff and student body, more furniture of the same kind will have to be purchased to complete the equipment in East Hall. All of the miscellaneous equipment of the School at the New York Public Library came to the University, including eleven typewriters, mimeographs, stereopticon lantern and lantern slides. With both Schools came all the material that had been provided by the Alumni for the decoration of the school rooms and for use in connection with entertainments and social activities.

The Class of 1927 has fallen in line with the traditions of earlier classes by presenting to the School a handsome nest of tables which will be particularly useful in the social affairs that seem to afford the best means of bringing about closer personal acquaintance between the students and staff and between the students themselves. A valuable gift of books was received from Miss Harriet R. Peck, B.L.S., 1904, Librarian of the Rensselaer Polytechnic Institute, Troy, New York, in memory of her father Mr. A. L. Peck.

Two scholarships of the value of \$300 each were provided by the Alumni Association of the Library School of the New York Public Library. One of these was awarded to Mr. Herbert B. Anstaett of Miami University, and the other to Miss Katherine B. Yerxa of the University of Minnesota. Two or more scholarships for second-year students will be provided by the Alumni Association of the New York State Library School. These Alumni scholarships serve a very useful purpose, but the School should have several more scholarships and a number of fellowships carrying a stipend of at least \$1,000 a year to enable young men and women of special ability but with slender financial resources to complete their professional training, particularly in important fields which offer usually low financial returns.

Since 1902 the New York State Library School had been on a graduate basis, requiring for admission the Bachelor's degree from a recognized college. The School at the New York Public Library admitted high school graduates who could pass a rigid examination, college graduates being admitted without examination. In recent years a large percentage of its students held the Bachelor's degree. With the exception of the Extension courses noted above, the School of Library Service began its work as a graduate school, admitting only candidates qualified to matriculate under the graduate faculties of the University. It is the only professional school in the University on a strictly graduate basis. In addition to requiring a Bachelor's degree from an approved college or University. an effort is made by examining their college records and securing full information in regard to their experience and personal qualifications to select from the applicants only those who are reasonably certain to be successful in some branch of library service. It is estimated that about twenty-five percent of all applicants technically qualified for admission to the Class of 1927 were rejected on account of poor scholarship, or some other disqualifying factor. Candidates for the second-year work leading to the Master's degree will be required to meet all the requirements for first-year work, to have completed a one-year course in some accredited library school, and to have had at least one year of experience of a professional character in an approved library. The purpose of the second year's work is to train for positions of leadership a comparatively small number of graduates of this and other schools who have shown special capacity to profit by advanced study. It is expected that a few of those who complete their work as candidates for the degree can be encouraged to go on with their work as candidates for the degree of Doctor of Philosophy either in the School of Library Service or some other department. Considerable demand has arisen in college and university libraries for men and women with the training and scholarship represented by the doctorate. Opportunities for such training should be developed at Columbia as rapidly as possible.

Both of the schools transferred to Columbia have had the advantage of active Alumni Associations. While their members have been deeply attached to their respective institutions and have quite naturally been reluctant to see them disappear they have almost without exception recognized the advantages to be gained from the transfer to the University and have heartily approved the change. The sentiment of the older graduates of both schools was well expressed by Dr. Wyer, who said at the opening exercises on October 1: "It is but natural that there should be a measure of regret that it is no longer 'Albany,' with some of the things which that name has meant and has made precious to its alumni; yet we believe sincerely that when the balance has been struck between sentiment and sober fact, the return to Columbia opens a way to substance. prospects and performance far beyond anything that could reasonably have been anticipated at Albany." Alumni groups will continue their independent organizations for the present, cooperating with each other and with the Director and Staff in various ways to promote the interests of the School. Both associations are offering scholarships in the School and will assist in furnishing a room in East Hall to be used for social purposes and as a students' rest room. It is the policy of the administration to extend, so far as possible. to the Alumni of both Schools all the rights and privileges of graduates of the University. It is impossible, of course, actually to give them Columbia degrees but in spite of that technical limitation it is hoped that every graduate of the two older institutions will come to think of the School of Library Service as in fact his own Alma Mater.

In closing this review of some of the main features of the organization and the first year's work of the School of Library Service, I wish to express my sincere appreciation of the interest and cooperation on the part of the officers of the State Department of Education, the Director and staff of the New York Public Library, the Trustees and administrative officers of the University and the staff of the School. Everyone on whom it has been necessary for us to rely for assistance and cooperation of any kind has been most generous and help-

ful. I am deeply grateful to all my associates on the staff of the School for their untiring efforts and the fine spirit of cooperation they have shown throughout the year.

Respectfully submitted,

CHARLES C. WILLIAMSON,

Director

June 30, 1927

UNIVERSITY ADMISSIONS

REPORT OF THE DIRECTOR FOR THE ACADEMIC YEAR ENDING JUNE 30, 1927

To the President of the University

SIR:

I have the honor to submit the following report for the academic year ending June 30, 1927.

No formal changes in the requirements for admission to any department of the university have been made in the past academic year. The number of students applying for admission continues to increase. This increase in numbers has carried with it an improvement in the quality of the applicants for most schools. The selective system in operation in Columbia College, Barnard College, and the College of Physicians and Surgeons has continued to give satisfactory results.

It was noted in my report a year ago that the proportion of students entering Columbia College with advanced standing from other colleges has decreased. There has been a further decrease in such students this year, and it is also true that the number of students admitted to Barnard College with advanced standing has decreased. The number of applicants who have completed work in other colleges has increased, but a stricter selection has been made among such applicants, and, other things being equal, the preference has been given to applicants for admission to the freshman class.

The overcrowded condition of certain of the other schools of the university, notably the Law School and the Graduate Schools, emphasizes once more the need of some form of selective system of admission for those Schools, and there is a movement on the part of the Law Faculty to adopt such a system. It is very commonly remarked that a certain number of those entering the profession of law are not a credit to the profession. It would certainly seem that a selection of

those best fitted from the standpoint of ability, preparation and character would be a wise undertaking.

Attention has frequently been called of late to the fact that in graduate schools throughout the country there are many students whose fitness for advanced training is decidedly open to question. Moreover most of these students expect to enter the teaching profession. It is hardly to be expected that those whose own undergraduate record has been of poor quality will do much in their later career as teachers to assist the intellectual growth of their pupils. The evils of superficiality and of a low standard of scholarship, which are so frequently cited as a characteristic of our whole educational system, can only be accentuated by encouraging those of little competence to enter the teaching profession.

A wholly satisfactory basis of selection among those who offer themselves as graduate students would be difficult to find, but as a rough and ready means of eliminating some of the unfit a policy of admitting as graduate students only those who are in the upper half of their respective college classes might well be tried. Most critics agree that many of those who seek a college education should be encouraged to turn their talents in other directions. It is no less true that many of those who are entering graduate schools would greatly benefit higher education by leaving it alone.

Any selective system is costly but the results of a good selective system are well worth the cost. This is certainly the belief of the colleges and professional schools which have employed such systems. A suitable selective system is undoubtedly less costly to the public than the plan of admitting all comers, even if the unfit are later eliminated. The university expends money, time and effort to little purpose in trying to educate them, and those students who do not succeed in completing their work have likewise lost time and effort and have behind them a record of failure which can hardly be useful to them in any case. Moreover, the plan of admitting any graduate of a respectable college for graduate study does not always result in eliminating the unfit. Some of them eventually go out with the outward evidence of having

achieved a measure of advanced scholarship only to lower still further the standards which must be met by their pupils.

A satisfactory selective system can usually be found only after protracted experiment but the desirability of undertaking experiments in this direction can hardly be questioned. Any selective system which is adopted should be flexible and easily subject to such modifications as may seem to be desirable after trial. The system employed in our own undergraduate colleges had its inception in 1909 when Columbia College and Barnard College decided to employ in addition to the evidence of scholarly achievement formerly used, a detailed record of the candidate's work in school and a report from the school regarding his character, personality and promise, supplemented by a personal interview with him and by a record of his extra-curriculum and extra-school activities. Nine years later, in 1918, a further step was taken in adding a psychological examination and in amplifying the range of our information regarding the character, personality and promise of the candidate. More detailed reports on these points were obtained from the school, and the personal interview was broadened in scope and made more definite.

The objectives of the college in selecting its students have come to be better defined and better understood. The problem is a difficult one at best. The friends of unsuccessful candidates will doubtless continue to say and to think that many of the candidates excluded are better than some of those admitted. In all probability they are frequently right, but after all, those who have seen and examined all the candidates are in a better position to judge them than those who have not. In any case the results on the whole seem to be reasonably satisfactory to the colleges which have used the system, and other faculties might well adopt some sort of well-defined selective system.

Another serious problem mentioned in some of my earlier reports remains largely unsolved; the problem, namely, of the proper care of foreign students in the university. Under the generous provisions of the immigration law by which those admitted to approved schools and universities may enter the United States as non-quota immigrants for a period of study, the number of such students has continued to increase. It is undoubtedly true that a good many foreign students who apply for admission are not bona fide students. We have attempted by a careful examination of all the data obtained to eliminate those who are not serious students. In spite of everything, however, it is probably true that some of those who come do so primarily for purposes other than study.

We have a considerable measure of responsibility to the Government for such students and it is necessary for us to assure ourselves that they are actually doing their work in the university, and are not using their membership in the university simply as a cloak for other occupations. These students come from many countries and almost invariably the educational system under which they have studied abroad is very different from our own. Consequently they often find very great difficulty at the beginning in adjusting themselves to the conditions under which they must work here. The Office of Admissions does all it can consistently with its other duties to assist these students in adjusting themselves as rapidly as possible, but there is very great need for a special officer who shall serve as adviser to foreign students. This adviser should see to it that students are complying with the regulations of the university and of the United States Government, and that they are profiting as much as possible by their residence in the university. Many of these students need advice on personal questions as well, and a suitable selected adviser could be of very great service to them in the university.

It seems to me, therefore, that a selective plan of admission to the Graduate Schools is very much to be desired. It may well be that the university should offer ample opportunity for such further study to any graduate of a good college, but those students whose previous training does not show clearly that they are fitted for graduate work of an advanced character should be taken care of outside the Graduate Schools.

Respectfully submitted,

ADAM LEROY JONES,

Director of Admissions

REPORT OF THE UNIVERSITY MEDICAL OFFICER

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1927

To the President of the University

SIR:

As University Medical Officer I have the honor to present the following statement of the work and progress of my department for the academic year 1926–1927.

A survey of our health record of the past academic year shows that the University has enjoyed a satisfactory year from the standpoint of health. This health record is not accidental but is the result of efforts to create a state of physical efficiency throughout our institution. We are rapidly approaching a time when, if the physical resources of the individual are there, good health may be maintained by strict adherence to simple principles, laid down by modern medical science. The body has been supplied with abundant factors of safety that meet most effectively the stress and strain of strenuous living; but no margin of safety can possibly be wide enough to meet the damage to body tissue that results from continued unhygienic habits and from disregard for the laws which govern the metabolic processes of the body. It is one of the functions of modern medical science to teach men how to attain more comfort in life through the absence of disease and through the pleasure derived from a body that functions efficiently and without rebellion. That Columbia has made progress in its health program toward this new consciousness of the joy of healthful living will be shown by the figures presented in this report indicating that although the prevalence of illness in the city as a whole was fairly high, particularly during the spring months, our health record, especially in the dormitories of the University, was better than usual. The fact that we have had so few of our dormitory residents reporting illnesses that have confined them to bed is, we believe, directly due to the benefits of our office medical service. We have endeavored as indicated in the reports of previous years, so to organize this service that we can meet the development of new responsibilities as they arise. This office service, administered to help the individual, coupled with the fact that our students have developed the habit of calling upon us as soon as they are conscious of the presence of illness, has without question made for the gratifying health record of the year.

Columbia University has from the very beginning of its history had a broad conception of its responsibilities as an educational institution. These ideals that have come down through the years, have stimulated its officers of instruction and administration to keep step with science, and to rapidly assimilate and apply all that is valuable in this progress toward a better understanding of the laws governing human activities. It is the Columbia attitude toward progress in civilization that has permitted the institution to break away from traditional trends and to enter those untried fields that promise, through better methods and changed interpretations, stronger men and more ideal living in a happier and better planned environment. It was this Columbia spirit of progress that made the Trustees willing to inaugurate the Student Health Service in 1911 and it was this same spirit that made the institution feel that it was directly responsible not only for the subject matter taught in its class rooms, but also for the development of active supervision over the living accommodations and the social life of its students.

When, during 1912 and 1913, the University Medical Officer brought to the attention of the President the unwholesome condition of the community restaurants and our own University Commons, he immediately set in motion the machinery that has developed our present dormitory system with dining rooms and cafeteria that are among the best in the country. It was this same progressive attitude and human interest that guided the President and Trustees to develop for the University Officers a Faculty House, and to purchase

for their families apartment houses on the Campus border, so that they might have comforts and conveniences that would foster health and efficiency in their fields of scholarly research. It is this same spirit of progress that will find ways and means to continue the development of our Health Service Program. Financially this health program for the future is a mountain, but mountains have never stopped the forward march of civilization. A program that promises to improve the quality of men's bodies and that gives not only health and full power for work, but also adds years to the life of the individual worker, is well worth while. We must therefore remove the financial mountain that blocks our progress in perfecting this health program. We need a building of adequate size and special construction to accommodate the various branches of this service. This need has been fully described in the reports of the past year or two, but each vear the need becomes more pressing and the University Medical Officer feels that every effort should be made to bring about the realization of this building project at the very earliest moment.

During the academic year of 1926-1927, the University Medical Officer and his staff were able to be of service to 116 men and women each day of the college year. The total number of conferences and treatments given in the University offices amounted to 26,404. The number of individuals treated at the University office during the year was 5,381. average number of office calls for each patient was 4.9. This is a slightly higher average for each patient than for the past two or three years. It is not surprising however, since the general trend of illnesses for the year was high in the city for ambulatory types of disease. Among the 26,404 consultations held in the Earl Hall office, over 450 different diseases or conditions were diagnosed. These conditions are too numerous to report in detail. A summary however, will give some idea of the variety of medical conditions met with in our service during the year.

SUMMARY

OFFICE CONSULTATIONS

| | Men | Women | Total | | | | | | | | | |
|--|-----------|------------|-----------------|--|--|--|--|--|--|--|--|--|
| University Office | 15,047 | 11,357 | 26,404 | | | | | | | | | |
| Barnard Office | | 8,061 | 8,061 | | | | | | | | | |
| | | | | | | | | | | | | |
| | 15,047 | 19,418 | 34,465 | | | | | | | | | |
| | | | | | | | | | | | | |
| NUMBER OF INDIVIDUALS RECEIVING | OFFICE S | ERVICE | | | | | | | | | | |
| | Men | Women | Total | | | | | | | | | |
| University Office | 2,879 | 2,502 | 5,381 | | | | | | | | | |
| Barnard Office | | 1,080 | 1,080 | | | | | | | | | |
| | | | | | | | | | | | | |
| | 2,879 | 3,582 | 6,461 | | | | | | | | | |
| | | | | | | | | | | | | |
| SUMMARY OF DAILY TREATMENTS AT THE UNIVERSITY OFFICE | | | | | | | | | | | | |
| Diseases | | | | | | | | | | | | |
| Respiratory | | | . 10,043 | | | | | | | | | |
| (nose, throat, sinuses, larynx, bronchi, lungs | , pleura) | | | | | | | | | | | |
| Circulatory | | | . 575 | | | | | | | | | |
| (heart and blood vessels) | | | | | | | | | | | | |
| Digestive | | | | | | | | | | | | |
| (mouth, esophagus, stomach, intestines, | iver, gal | ll bladder | ., | | | | | | | | | |
| rectum) | | | | | | | | | | | | |
| Infectious | | | | | | | | | | | | |
| (tonsillitis, grippe, rheumatism, scarlet fever | r, mump | s, measles | , | | | | | | | | | |
| tuberculosis, whooping cough, etc.) | | | | | | | | | | | | |
| Muscles, ligaments, tendons (non-surgical) | | | | | | | | | | | | |
| Nervous system | | | | | | | | | | | | |
| Blood | | | 47 | | | | | | | | | |
| Ear | | | . 1,389 . 96 | | | | | | | | | |
| Endocrine | | | . 909 | | | | | | | | | |
| | | | . 133 | | | | | | | | | |
| Lymphatic | | | . 96 | | | | | | | | | |
| Mental | | | . 10 | | | | | | | | | |
| 37 | | | . 12 | | | | | | | | | |
| Nutritional | | | . 150 | | | | | | | | | |
| Skin | | | . 1,414 | | | | | | | | | |
| Urinary | | | . 182 | | | | | | | | | |
| (kidneys and bladder) | | | | | | | | | | | | |
| Surgical Conditions | | | . 5,128 | | | | | | | | | |
| Medical Consultations | | | | | | | | | | | | |
| Diagnostic Examinations | | | . 265 | | | | | | | | | |
| | | | | | | | | | | | | |

Miscellaneous 338 Vaccines 36 Smallpox vaccinations 36 Typhoid immunizations 152 Physiotherapy treatments 408 Total 26,404

This year has been no exception to the record of past seasons so far as the prevalence of respiratory diseases is concerned. We must keep up a constant fight to cut down common colds and the serious conditions following in their wake. During the past decade a great deal of publicity has been given to the subject of colds and their prevention, but for some reason the sufferer seems to forget his duty to his well but susceptible neighbor. The common cold is still the cause of much loss of time by the students from their work and in many cases is the door to failure in the work of the year. The best insurance against colds would seem to be a well balanced combination of work, recreation and sleep. A well rested body is the one, all things being equal, that has a high resistance to disease. A student who lives in a single room seems to have the best chance to escape communicable diseases, especially if the room is kept at a moderate temperature and well ventilated. The over-lapping of the work and rest hours of two or three students who use the same room for work and sleep is often most disastrous to their health as well as to the standard of their scholarship. They usually suffer from fatigue and are apt to be repeaters so far as colds are concerned. In proportion we have a far greater number of patients suffering from respiratory diseases among students living in boarding houses where it is a common practice to have more than one student occupy a room, than among our dormitory residents, the majority of whom have private rooms. The single room, giving the student an opportunity for regularity in work and rest, especially a sleeping period without interruption, is not only a safeguard against the common cold but also against most of the communicable diseases, as is shown in a later section of this report dealing with infectious diseases.

During the year we had more cases of pulmonary tuberculosis under supervision than usual. Six cases of acute pulmonary tuberculosis were sent to sanatoriums. these cases were discovered when the students reported to the office for the treatment of minor ailments. One young woman came in requesting a prescription to renew some medicine that had been given by a physician in her home town: the second student complained of rheumatism in his shoulder; the third was suffering from a digestive upset. All of these cases reported for treatment during the same week. examination all showed physical signs of active tuberculosis and all three had positive sputum tests. Cases such as these, combined with the number of malignant conditions, circulatory disturbances, latent kidney diseases, nervous conditions, etc., that we meet in our routine work, make us anxious for the time to come at Columbia when we can give to every student a careful and complete physical examination. These examinations would doubtless uncover many latent conditions that could be corrected and thus save the individual from unnecessary illness, with its accompanying economic loss. We could discuss at length the health problems of the students that are represented in this simple classification of the 26,404 treatments and conferences given in the Earl Hall office, but we feel that the few cases cited will illustrate the importance and real value of the office work for the year.

The Infirmaries in Johnson and Tompkins Halls have rendered during the year a valuable service to the residents. The bedside work was comparatively light in both Infirmaries. The office consultation service was most active in the women's Infirmary. In Johnson Hall during the thirty-eight weeks of college, 369 patients were ill and confined to bed for an average of 4.9 days, making a total of 1,800 infirmary days for the year. During this same period, the nurses in Johnson Hall Infirmary gave 2,426 treatments to patients reporting ambulatory illnesses. At the men's Infirmary at Tompkins Hall 209 patients were treated during this same period for illnesses that confined these patients to the Infirmary for an average of 4.7 days. A total of 988 infirmary days was recorded. The

number of emergency calls in the men's Infirmary during the year was 160. This is a remarkably fine record when we consider that during the year, 6,377 individuals resided for a longer or shorter period in our dormitory buildings on South Field.

Owing to building delays and difficulties in assembling equipment the new men's Infirmary in John Jay Hall was not ready for service until the close of the year. However, we are now fully equipped and the Infirmary will be ready for patients at the opening of the summer session. These new quarters for the men's Infirmary will add much to the efficiency of our work. The Tompkins Hall Infirmary was inadequate for the type of service we are called upon to give our men students. The new Infirmary on the 14th floor of John Jay Hall is ideal in every way. Each patient will have a private room with modern hospital equipment for his comfort and safety. The Infirmary is completely furnished and the rooms have been made as pleasing as possible, so that men who are unfortunately ill may have attractive, comfortable quarters during the tiresome hours of their sickness.

The Infirmaries have been open for service twenty-four hours daily throughout the college year under the supervision of well trained and competent nurses. During the coming year, night service will be so planned that men taken ill during the night may receive immediate care. Beside the nurse on duty, we will have an upper classman act as a night orderly so that all emergency calls will be answered by him under the nurse's direction. This night service in the new Infirmary can be made very inclusive, since Hartley and Livingston Halls are connected by corridors with John Jay and Furnald Hall is within easy access across the southern border of South Field. Because of the convenient location of the John Jay Infirmary it will probably be used to capacity. Our record of health in the dormitories has been so satisfactory during the past few years that we feel a sense of security in accepting an infirmary with a capacity of less than one percent of our maximum resident population. The size of the new infirmary was limited by the architectural construction of the building.

The fact is that ultimately we need a much larger men's Infirmary in order to take care of our fraternity house situation.

Both Infirmaries provide for the isolation of communicable diseases, a necessary asset in the health of our resident group. In one of our past reports, we spoke of the wisdom of the authorities in charge of the building of our dormitories in providing for the most part single room accommodations. Our experience has demonstrated the value of this provision. During the past winter and spring New York City had an epidemic of communicable diseases; especially troublesome was the ever increasing number of scarlet fever patients, as the following report shows.

ACUTE INFECTIOUS DISEASES REPORTED BY THE CITY OF NEW YORK DEPARTMENT OF HEALTH

| | OCTO | BER TO |) MAY | | | | | |
|---------------|------|--------|-------|------|------|------|------|------|
| Disease | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Scarlet Fever | 300 | 524 | 847 | 2074 | 2810 | 3462 | 4183 | 2664 |
| Diphtheria | 654 | 681 | 746 | 1112 | 1248 | 1282 | 1695 | 1551 |
| Chickenpox | 237 | 568 | 906 | 1488 | 1376 | 1457 | 1496 | 1061 |
| Measles | 37 | 52 | 63 | 78 | 122 | 157 | 290 | 320 |

During this epidemic period we had among our resident group the following cases of communicable diseases:

| Disease | | Men ⁻ | | | | | | | | | Women | | | | |
|---------------|--|------------------|--|--|--|--|---|--|--|--|-------|--|--|--|---|
| Scarlet fever | | | | | | | 5 | | | | | | | | 3 |
| Mumps . | | | | | | | 1 | | | | | | | | 2 |
| Measles . | | | | | | | I | | | | | | | | 0 |
| Chickenpox | | | | | | | 0 | | | | | | | | I |
| Diphtheria | | | | | | | 0 | | | | | | | | 0 |

These cases were all primary. A careful survey shows that no secondary case developed in our University dormitory system. These cases, upon showing the first symptoms of illness, were isolated immediately in our infirmaries. In all of the scarlet fever cases the patients were isolated in the Infirmary before the rash appeared. We feel that the protection of the single rooms in our dormitories has made this

record possible. The careful supervision by our nurses in the Infirmaries of the patients, their clothing, the dishes, and the bedding eliminates as far as scientific care can do so, the possibility of secondary cases in the care of communicable diseases.

Both Infirmaries have been under the constant supervision of the University Medical Officer and no effort has been spared during the past year to make our service effective from every standpoint. Daily reports of all patients have been filed in the consultation room of the Medical Director at Earl Hall so that he has been kept informed of the progress of each patient. These daily report cards enabled the staff to answer accurately at all times, questions concerning patients under treatment or who had been under treatment at any period during the year. In order to make the service uniformly efficient in both Infirmaries, we are giving the newly appointed nurses instruction in our office methods for a period of not less than four weeks. During this period of training, they are assigned progressively duties in each department of our work so that when they are placed on duty in the Infirmary they are familiar with our methods of treatment and understand fully their responsibility as University nurses. Constant effort has been made to bring into closer touch the bedside work of the Infirmaries and the office work at Earl Hall. We feel that our follow-up work through the office of cases that have been ill, not only in our Infirmaries, but in the hospitals of the city and at home. is of utmost importance. Frequently we find that insidious changes, unobserved by the patient, following what seemed to be a mild illness, are found in the course of a routine physical examination. From the standpoint of future health, these pathological processes following illnesses are dangerous. Unless the patient is kept under observation these tendencies cannot be discovered and eliminated by proper treatment. In so far as our staff organization permits we keep in touch with every student whose illness has caused him to lose time in his college work. During the year, 1,395 cases were recorded in our "follow-up" files. Most of these

cases were kept under supervision through office visits, but in 427 cases the visiting nurse called upon the patients at their homes. Our follow-up system has been perfected to the point where few if any important cases are lost from our supervision. The amount of good that we can do in any particular case, however, depends upon the patient himself. We have in the great majority of our cases received the full co-operation of the patients. College men and women are fully cognizant of the value of health in enjoying life and in forging forward in their chosen fields of work. They appreciate their privileges, and as a class are careful to seek and to follow the recommendations given by their medical advisers that promise stronger bodies, resistant alike to disease and undue fatigue. It is our plan to give more time to this follow-up work as our department responsibilities expand. It is one of the most important steps in the development of our educational campaign in this field of preventive medicine. It is a program that will insure continuous health for a large part of our student body. It is this group of drifters toward disease that is sought for in the present day campaign to popularize annual physical examinations for the men and women of the whole country. As a leading educational institution our goal should be to make possible annual examinations for our students and faculty. We realize the tremendous financial outlay this would entail when our community numbers close to 35,000 men and women. We are confident, however, that in due time a fund will be given to Columbia that will permit her to do this work in the highly scientific way that will be necessary to accomplish beneficial results.

The cost of these examinations properly given would be practically ten dollars a student. If the University fees were not so high, we would recommend a student's fee to cover this valuable service, one that would draw interest for the lifetime of the student, a service a thousand times the value of the dollars paid. But unfortunately we cannot make a recommendation of this kind, for we know too well the financial struggles of the majority of our student body. Scholarships are in great demand and a fee even of five or ten dollars more

a year for this service would work a hardship that might well submerge the good that the examination would do in a particular case. We would stress again that portion of our report of 1925–1926 that deals with this problem of annual medical examinations for all of our students and the follow-up system of treatments and consultations, and we would especially emphasize the necessity of an endowment to support the health service program in all its branches.

As University Medical Officer, I wish to congratulate the President of the University and the Trustees upon the complete and beautifully appointed dining rooms and grill in John Jay Hall. This building has given the college men not alone modern sleeping rooms and reception halls, but a dining room service that is excellent in every detail. It has given the students a place where they can secure wholesome food, purchased and prepared under the supervision of a woman trained in our own School of Domestic Science. The meals are served in a dining hall that is one of the most attractive in this country and at prices that are well within the means of the average student. The grill is open from the breakfast hour until after midnight. Here students may find wholesome dishes of all kinds to meet their needs. The Faculty Commons Committee having charge of the food service in John Jay Hall, Johnson Hall and in University Hall is doing all that it can to make the service the very best that science and good management can devise. The Committee and the Manager, Miss Mabel Reed, are making every effort to develop the service so that it will appeal to the students. The health of our students should be greatly benefited by this opportunity to secure wholesome food under conditions that are congenial to college men. The serious problem that confronted the University a decade ago has been most satisfactorily solved. The University now maintains on the campus dining room service for all of its dormitory residents. The Barnard dining room service for the undergraduate women students is most satisfactory both for the residents and day pupils of the college. These dining halls of Barnard College have an enviable record over many years.

Teachers College restaurants, run by the Department of Domestic Science, and the cafeteria under college management are all of the highest type that expert judgment and training can produce. The University Commons maintained for the convenience of our non-resident students, although not so attractive in its furnishings, is nevertheless just as fine and satisfactory as to the quality of food as are the more attractive dining rooms in our recently built dormitories. The solution of these problems affecting the comforts of our students is well worth while, and we believe fully appreciated by the students themselves. The high standard set by the University in this field of food service is not only of value from the standpoint of health education, but is a tremendous incentive for the eating houses and restaurants of the neighborhood. To hold their patrons among the faculty and students, they must advance their standards of cleanliness and quality of food and service to meet the University standard.

In considering the many urgent problems connected with the administration of the University health work, we feel that there is one phase of the life of the institution that should be improved as early as possible. This has to do with the graduate student not eligible for admission to our dormitories, who finds that he must finish his graduate study in order to receive recognition and financial advancement in his field of work. He is forced to come to Columbia with his wife and often with children. Rents are high and he must often live under unhygienic conditions until his educational program has been completed. This environment is not conducive to the best interests of our ambitious student and occasionally not only does the student fail in his work, but he takes back to his home a wife whose health has been sacrificed in a losing struggle for advancement. The University needs apartment houses containing two or three room suites furnished that could be assigned to these student families at low rentals. A building of a similar type is also needed for our young instructors. The apartments in the University houses on Claremont Avenue are too large and too expensive for the families of the vounger members of our teaching staff. From the

standpoint of health and efficiency of work these investments would be well worth while. We have now 113 faculty families residing in the University apartments on the west boundary of the Campus. We trust this is only the beginning of what Columbia will be able to do in the future for the health and comfort of its faculty families.

With the experiences of the present year in mind we are planning to add certain new equipment to our Earl Hall office in order to meet more efficiently the types of work that we are called upon to treat almost daily. This added equipment will be placed in a new treatment room we have built by taking a portion of the basement foyer in Earl Hall. Our offices are now fairly well equipped for the wide range of diagnostic and therapeutic work that we are called upon to do, but we have reached the limit for further expansion in our present building. The increase in the number of office consultations will undoubtedly make it necessary to add one or more physicians to the staff during the winter months when the amount of illness is at a maximum.

We are again indebted to St. Luke's Hospital for the complete co-operation with this office in the care of our faculty and students who have required hospital treatment. Dr. Clover has been most willing to do all that he possibly could for our University patients and has more than once made a place for an emergency case when it seemed hopeless to find a bed owing to the crowded condition of the hospital. We feel that we cannot adequately express our appreciation for this spirit of co-operation and willingness to serve, as shown by the entire staff of St. Luke's Hospital.

No Director has ever had a more loyal and painstaking staff of associates than the University Medical Officer and he is desirous once more to express his appreciation of their part in the success of the year's work and to give them one and all due credit.

Respectfully submitted,

WILLIAM H. McCastline,

University Medical Officer

June 30, 1927

INSTITUTE OF CANCER RESEARCH

ENDOWED BY GEORGE CROCKER

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1927

To the President of the University

SIR:

I have the honor to submit the fourteenth annual report of the Institute of Cancer Research.

The only change in the staff during the past year has been the resignation of Dr. R. E. Prigosen, who has been an assistant for some years past.

RESEARCH

Dr. William H. Woglom has continued his investigations on immunity to transplantable tumors. The many technical difficulties which have hitherto wholly baffled workers in this line render progress necessarily very slow. There is no definite report that can be made at the present time, though interesting results have been obtained.

During the past year Dr. Charles Packard has continued his work on the effect of X-rays on *Drosophila* eggs. Previous experiments showed that this material was very suitable for studying the effects of beams having the same intensity but different wave-lengths, a subject which has been under discussion for some years. The results of the present experiments, based on a study of more than 40,000 eggs, show clearly that the quality of the X-ray beam, whether hard or soft, is not important in determining the magnitude of the effect. The intensity as measured by air ionization is the chief factor. The differences between the lethal effect of homogeneous beams of three different wave-lengths are very small, averaging less than five per cent. When heterogeneous beams are compared it is found that they also produce equal effects if their intensities are kept equal. These facts are of

the utmost importance in practical radiotherapy and have received wide recognition. With the completion of the demonstration that the Drosophila eggs are killed with the same intensities of radiation, regardless of the wave-length employed, provided that wave-length is within the limits of those used in practical radiation therapy, and after demonstrating that these eggs are killed by the same dose year after year, so that the material can be considered as showing no innate variation, the eggs, become a standard material for a great variety of studies, including the distribution of X-rays in a space containing various absorbing materials. Thus it is possible to determine the absorption of given thicknesses of tissue or material of any variety which hitherto has been difficult, owing to the impossibility of producing a small ionization chamber which was independent of the wavelength. But as the egg results are independent of the wavelength, no correction need be made for the changes which occur within such wave-lengths owing to the absorption of the longer groups by the tissues through which they pass. As the killing of tumor cells has been shown to follow the same law as the *Drosophila* eggs, observations made with *Drosophila* eggs are valid concerning the destruction of the tumor cells anywhere in the body, and thus a host of practical problems can be solved with a minimum of time and expense. Drosobhila, which has contributed so much to our knowledge of the mechanism of heredity, may eventually be of even greater practical benefit to the human race in its rôle of a manufacturer of a minute biological ionization chamber.

Dr. H. M. Terrill has collaborated with Dr. Packard in the investigation of the action of X-rays of various wave-lengths on *Drosophila* eggs, having devised special methods for obtaining and measuring homogeneous beams of X-ray of an accurately determined intensity. Investigations have also been begun on the problem of comparing X-ray bolometer readings with those of a standard ionization chamber. Since this comparison requires strictly monochromatic X-rays, the preliminary work has been directed toward developing a bolometer sufficiently sensitive to operate with the extremely

weak beam of monochromatic X-rays obtained by reflexion from or through a calcite crystal. Dr. Terrill is also at work on some theoretical investigations on the death curves of radiated tissue to determine how these curves are modified by the effect of absorption within the tissue itself, and also the laws underlying the phenomenon as a whole. During the summer he visited some of the principal X-ray laboratories of Germany.

Dr. J. Heiman has continued his investigations on the very interesting group of benign fibromata spontaneously occurring in the rat. Despite their benign character, these tumors are transplantable. After prolonged transplantation, a few undergo malignant changes and become highly virulent as rapidly growing sarcomata, a phenomenon that has occasionally been observed in human tumors. As stated in the last report, Dr. Heiman has shown also that it is possible to separate the fibrous and epithelial components of these tumors by suitable grafting and to obtain a race of transplantable fibromata and another race of transplantable adenomata and to continue these strains throughout a number of generations. In this separate condition these tumors remain to date of a benign type and do not cause the death of their hosts. During the year Dr. Heiman has begun the study of the biology of the so-called epitheliomata of the rabbit's ears which are produced by painting with suitable tar. The exact nature of these tumors is still somewhat obscure. With suitable tar it is perfectly easy to procure in a short time a large number of nodules on the inner surface of the ear which microscopically resemble epitheliomata; but these growths are not transplantable, they tend spontaneously to disappear, and many of them can be killed by a very small dose of X-ray not sufficient to cure the usual run of animal tumors. For this reason some suspicion has been cast upon the exact designation of these tumors. Many of those who have studied them have been unfamiliar with the morphological criteria which underlie the diagnosis of cancer in human beings, and it is easy to be misled, as was shown years ago by Rohdenburg and Bullock in using morphology as the sole criterion of malignancy. They

produced typical epitheliomata in the ears of rabbits and the stomachs of rats by means of irritating processes, but when the irritation ceased, the tumors disappeared. Similar irritative simulations of malignant growths are known to occur in the human stomach about gastric ulcers, and in other ulcers where long-continued irritation takes place. complications are known to exist with regard to the morphological classification of human tumors, and the attempted correlation with their clinical course. The dogmatic statements emanating from certain pathologists concerning the ease of stating from a tumor's morphology its malignancy as regards surgical or radiation treatment, are no longer accepted at face value, and the failures have led to a certain tempering of present-day attitude, and it is just this phase of the problem that may be illuminated by studies of the type Dr. Heiman is carrying on.

During the year Dr. Francis C. Wood was largely engaged in investigations with Dr. Frederick Prime and Dr. R. E. Prigosen on the various problems arising in the study of the action of colloidal lead of various types on tumors in animals. In certain tumors it was found that the giving of colloidal lead shortened the necessary dose of X-ray required to kill the tumor. In certain rapidly growing sarcomata, however, this effect could not be observed. Other colloids were studied. but none were found to be as effective as lead. Considerable differences were found in various lead preparations in regard to action on tumors and in the production of anemia in the experimental animals. Other studies were in the direction of the reinvestigation of a problem studied years ago in this laboratory in which it was shown that animal tumors could not be made resistant to radiation by repeated sublethal exposures. The general belief that such resistance can be obtained is based wholly on clinical observations of human beings. The importance of the subject warrants a complete reinvestigation on a large series of tumors of different types. It is possible that in a tumor composed of very different tissues, such as one containing cartilage and rapidly growing sarcomatous elements, the exposure to X-rays might result in

the destruction of the sarcoma, leaving the cartilaginous fraction uninjured, and the tumor might gradually shift its cell type; but it is very doubtful that a tumor composed of a single type of cell can in any way obtain a resistance or immunity to a destructive agent of a physical nature. Other experimental work carried on by Dr. Wood and Dr. Prime lies in the still much-debated problem of the direct or indirect action of radiation on tumor cells. A large group in Germany and England and in this country hold that the effect is chiefly indirect and that the body largely aids in the destruction of the tumor after radiation is applied. A more critical reexamination of the subject renders this explanation improbable but a reinvestigation of the whole matter is warranted by the practical importance of the problem.

During the year Dr. Wood played an active part in the Endowment Campaign of the American Society for the Control of Cancer, of which he is Vice-President, and gave numerous addresses and radio talks in New York and elsewhere during the successful progress of that campaign.

Dr. O. F. Krehbiel has been studying the preparation and properties of various types of colloidal lead and similar colloids of other metals in collaboration with Drs. Wood, Prime and Prigosen. He has investigated the toxicity of these preparations on animals with Dr. Prigosen and also has checked the toxicity of a large number of commercial preparations. He has devised a simple and rapid method, sufficiently accurate for clinical purposes, for the determination of lead in such colloidal suspensions and has also been carrying on a study of the distribution of certain elements in the transplantable fibromata mentioned above as in the course of investigation by Dr. Heiman.

TEACHING

Professor Woglom gave a course in the biology of tumors at the Institute during the summer session.

STANDARD TUMORS

The Institute has supplied during the past year, for experimental purposes, examples of standard transplantable tumors

of rats and mice to various laboratories and hospitals, among them the following: U. S. Public Health Service, Boston, Massachusetts: Harvard University Medical School, Boston, Massachusetts; Barnes Hospital, St. Louis, Missouri; Royal Victoria Hospital, University Clinic, Montreal, Canada; The University of Chicago, Department of Medicine, Chicago, Illinois: University of Minnesota, Medical School, Minneapolis, Minnesota; University of Toronto, Toronto, Canada; Dr. C. Philip Miller, Jr., The University of Chicago, Chicago, Illinois: Dr. Jonathan Meakins, Royal Victoria Hospital, University Clinic, Montreal, Canada; Dr. Arthur D. Hirschfelder, University of Minnesota, The Medical School, Minneapolis, Minnesota; Dr. Donald C. A. Butts, The Hahnemann Medical College and Hospital of Philadelphia, Philadelphia, Pennsylvania; Emery Laboratory of Experimental Radiology and Roentgenology, Philadelphia, Pennsylvania; Dr. John A. Kolmer, Research Institute of Cutaneous Medicine, Department of Bacteriology and Pathology, Philadelphia, Pennsylvania; Dr. Leonell C. Strong, Bussey Institute, Boston, Massachusetts; Dr. K. Landsteiner, Rockefeller Institute, New York; Dr. J. Howard Mueller, Harvard University Medical School, Department of Bacteriology, Boston, Massachusetts; The Barnard Free Skin and Cancer Hospital, St. Louis, Missouri; Dr. Alexis Carrel, The Rockefeller Institute, New York; Dr. David Barr, Washington University, Saint Louis, Missouri; Department of Pathology, School of Medicine, Western Reserve University, Cleveland, Ohio; Dr. H. E. Eggers, The University of Nebraska, College of Medicine, Omaha, Nebraska; Barnes Hospital, St. Louis, Missouri; Dr. Louis H. Jorstad, Research Department, The Barnard Free Skin and Cancer Hospital, St. Louis, Missouri.

PUBLICATIONS

A list of the more important publications of the members of the laboratory staff during the year follows:

The Blair Bell Treatment of Cancer. Francis C. Wood. Atlantic Medical Journal, 1927, xxx, no. 4.

Must Women Die of Cancer? Francis C. Wood. The Woman Citizen, April, 1927.

Chapter on Cancer. Francis C. Wood. Americana Annual.

Abstracts on Cancer. Francis C. Wood, abstract editor on cancer for Nelson's Loose Leaf Living Medicine.

Journal of Cancer Research. Francis C. Wood, editor.

General Review on Experimental Tar Cancer. William H. Wolgom. *Archives of Pathology and Laboratory Medicine*. October, 1926, vol. 2, pp. 533-576, and November, 1926, Vol. 2, pp. 709-952.

The Measurement of Quantitative Biological Effects of X-rays. Charles Packard. *Journal of Cancer Research*, October, 1926, Vol. x, p. 319. The Quantitative Biological Effects of X-rays of Different Wave-Lengths.

Charles Packard. Journal of Cancer Research, 1927, Vol. xi, p. 1.

Further Studies on the Transplantation of the Larvae of Taenia Crassicollis and the Experimental Production of Subcutaneous Cysticerus Sarcomata. F. D. Bullock and M. R. Curtis. *Journal of Cancer Research*, 1926, Vol. x, p. 393.

PUBLIC ADDRESSES

Dr. Woglom spoke at the Brooklyn Institute of Arts and Science on Modern Cancer Research, January 8, 1927, and gave a talk at a meeting of the New York Medical Society of the State of New York at Niagara Falls on Modern Cancer Research.

Dr. Wood read a paper on Experimental Investigation of the Therapeutic Value of a Combination of Colloidal Lead and X-rays in the Treatment of Cancer, before the American Medical Association at its meeting May 19, 1927, and discussed the papers presented by Dr. Harkins and Dr. Kolmer on the reinvestigation of the work of Gve on the possible bacterial origin of cancer; addressed the Interstate Post Graduate Assembly of North America at Cleveland, Ohio, October 18, 1926, and gave a talk on "Is Cancer the Result of an Infectious Process?"; addressed the New York Clinical Society at the Harvard Club, October 22, 1926; New York Gastroenterological Association: "Radiotherapy versus Surgery in the Treatment of Malignant Tumors of the Alimentary Canal," October 28, 1926; and addressed the Onondaga Medical Society, Syracuse, New York, on the subject "Use of Colloidal Lead in the Treatment of Cancer, December 14, 1926."

INSTITUTE OF CANCER RESEARCH 311

The Journal of Cancer Research, which is published by the Institute of Cancer Research of Columbia University, has appeared as usual, its present volume being number xi.

Respectfully submitted,

Francis Carter Wood,

Director

June 30, 1927

REPORT OF THE LIBRARIAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1927

To the President of the University

SIR:

I have the honor to submit the following report for the year ending June 30, 1927:

The anticipations that were set down in the report submitted last year have in large part taken form. There have been a few disappointments, but these, with one exception, have been small and of little significance. The lack of protection for our stacks has not vet been remedied, but this year has seen plans laid down, and this should be the last report in which this fundamental failing appears. Some experiments have been made and abandoned, and these attempts should have their place in this record. The Reader's Cards have been dropped as non-essential, and the Bursar's Receipt has been accepted as identification without any disastrous Theoretically, the Reader's Card seemed to offer simplicity in registration for the use of all the University libraries and reading rooms, and to add certainty to addresses, names and signatures. Practically, it was found that since in New York addresses change so frequently, one more place meant one more old address, and the centralization of information did not assist. The abolition of this "one more card to carry round" has lessened work on one side and irritation on the other. A second abandoned experiment was the labelling of the catalogue travs with seals of different colors and shapes. The result, after several months of watching, showed no decrease in the trouble caused by misplaced catalogue trays, and the seals have been removed. Had the experiment proved successful, permanent markers would have taken the place of the seals. Some readjustment of the system for pasting and filing the list of Accessions to the

British Museum was found necessary, as the issues accumulated in unclipped heaps and the cards began to congeal in unalphabeted lumps.

The problem that must be met within the next five years is the problem of space. Before setting down in detail some of our own difficulties as to space, I venture to quote from an enthusiastic librarian of the seventeenth century. His enthusiasm for his occupation may perhaps atone for the rebarbative title-page of his volume. Georg Matthias König "P.P. nec non Bibliothecarius" dedicates to his patrons in five pages of well-rounded Latin his Biblioteca Vetus et Nova. With his catalogue he places in their hands the Majesty of the Caesars, the Power of Kings, the Treasury of Princes; he forsees one objection to his title, "Unus enim non est Bibliotheca liber." As witnesses he quotes the German teacher of the 16th century, that it took at least four authors to make up a library, Aristotle, Pliny, Plutarch and Ptolemy. François Du Jon had a four-book library of the Bible, Calvin's Institutio, the Confessio of Théodore de Bèze and the Hebrew grammar of Chevalier. Incidentally there are no copies in the Columbia Library of the latter two volumes, and one would imagine that the mariner, shipwrecked on a desert island with these four books, would know the Bible very well when rescued. König also sets down with satisfaction, "Quid juvat innumeris repleri scrinia libris," when Pliny would suffice for all. But this would hardly apply to us, where eight of the hundred odd volumes of Pliny are all that are at the present moment in use. But König has a sense of the importance of libraries and states his belief firmly, "Curam principum esse et magistratuum publice Bibliothecas instruere, dicare, donare." Why fill the shelves can still be asked, but the fact remains that our shelves are filled. A simple life with Pliny and Ptolemy would not secure a Doctor's degree, and indeed a modern scholar might well need a larger library than König ever administered with joy and pride at Altdorf to deal adequately with an Aristotelian thesis.

We have definitely, so far as one can judge, developed the system of departmental libraries to its full extent. This last year has provided adequate stack and seating space for Chemistry and for Physics. Further decentralization would not increase convenience nor save time, and the pressure of our stacks cannot very much longer be relieved by a transfer of a subject to a new building. The transfer of a subject to a special reading room should always be considered very carefully, and in the case of a scientific subject, each transfer should be as complete as possible. Older books are now transferred from the Engineering room as the pressure of the modern works upon the shelves makes this necessary, and about a third of the Engineering periodicals, when bound up, go to the main library shelves. Books thus transferred drop out of use, so far as the department is concerned, since the readers seems to insist on referring to the books all together, or to desist from consulting them at all. The shelving difficulty for departments is especially great in the Journalism library. There are now some 2700 bound newspaper volumes there, and each year 112 volumes of newspapers are added. Steps are now being taken to secure provision for ten years ahead. The history of the Chemistry room can be appropriately set down as a type of department growth. In accordance with the wish of the department, a Chemistry library was established with 1830 volumes in 1898. In 1901 the books were shelved in a room in Havemeyer, and the collection grew both in number of volumes and of readers until the shelves were filled to overflowing, and the accommodation became inadequate for the students; in October, 1926 the library, which now contained 14.000 volumes, was moved to its present room. There is twice the floor area, more than four times the shelving space, six times as many tables and three times the seating capacity of its former quarters. Every comfort of the reader has been considered—good lighting, natural and artificial, comfortable chairs and tables, rooms cool and airy in summer and bright and warm in winter, and working tools within easy reach.

The report from the stacks shows that in 306, the Literature Room, 301, American history and Economics, and 210, Philosophy, the space available for growth will be exhausted within

five years, and that no further shelving is possible in these three rooms. There is room for more shelves in some of the other rooms, but an increased amount of labor is necessitated in order to distribute the space thus obtained evenly throughout the room. There is, I feel, much waste of effort in these frequent shifts, and with all the care that is taken in the handling of the books, it is not good that mass movements should take place so often in a library.

There can be no prevention, and the saturation point for the present library spaces is within sight; one obvious refuge would be to provide further room space in the library building for library purposes. This should, however, be conditioned on the possibility of convenient access to the desk, and it should be a programme of steel stacks set closely together. But the whole question calls for long sight perhaps more than for broad vision, and to my mind a plan that does not show imagination almost unto fantasy and courage well into audacity will be found to be five year wise and twenty-five year foolish.

There is abundant place in the Library for the practise of some eminent housekeeping virtues, orderliness, cleanliness. forethought for comfort and convenience. This year has seen the sub-basement set in order and the accumulated storage of a quarter-century turned over. We know now what there is there and why it is there, which is essential knowledge. I believe we can claim a reasonable degree of cleanliness for our shelves, where a regular routine of dusting through, and then beginning again, keeps two women engaged. There is not perhaps the comfort that there should be in some of the chairs in the library. The chair that is comfortable for a hour may become irksome after two or three. The consensus of opinion seems to favor the solid wooden chair with arms and a straight back, and we hope to add chairs of this type. With some steady attention to the lights, the number of serious complaints as to the seminar rooms that have come in this year, which number has been small, should be still less.

The records of books on loan to officers of the University have been gone through again, and 572 lists were sent out.

The shelves were searched before the lists were made and in only six cases were charges questioned. One of these showed a library mistake, while in the other five a card in the file bore the signature of the individual who questioned the record. 325 lists were returned within a month, thirty-two officers were away, 132 returned the volumes without checking the lists, six had moved (whereby twenty-two books were lost), and seventy-seven remain to be addressed again in the fall. Some limitation as to the number of books and the length of time that they should be kept by officers would produce a considerable and general improvement: it is difficult to believe that a faculty member would seriously object to some such alteration. The Loan Desk reports several cases in which books have been taken from the building by officers without proper record, and the shelf department reports books taken from the stacks by officers without any record at all. Habits of this kind work havoc with the library records, whether these are professorial or student habits, and these lists should help towards a change.

The control that will be installed next year over access to the third and fourth floors should prove a success, and if it does, some scheme of the same kind will be worked out for the lower floors. A reading of our shelves showed: of Rider Haggard, fifteen missing volumes; of Stevenson, eleven; of H. G. Wells eleven; and of some authors, O'Neill, Dreiser, Cabell, Oscar Wilde and Anatole France, an even larger proportion. That the missing book is largely a question of arrangement of control is shown by the fact that in the new Chemistry room fewer books were lost than ever before.

The bibliographical service for locating copies of wanted books not owned by the library has been developed and extended during the year. This service is primarily for members of the university engaged in research of some kind, members of the faculty and graduate students; but it is open to undergraduates as well, if there is real need, and some undergraduates use it. For most purposes of undergraduate work, however, the library collections, supplemented by the students' own use of the public libraries, are ample.

Systematic effort is now made to include as much information as is practicable in the Library of Congress depository catalogue, and to obtain and organize for quick service all printed catalogues and bibliographies which mark location of copies in accessible libraries, where the book may be either consulted by the student, borrowed on inter-library loan, or photostated. A record of such bibliographies is being made and wherever feasible simple reference cards are inserted in the Depository catalogue, e. g. after the cards for Petrarch there is a reference card directing the reader to consult also the printed catalogue of the Cornell Petrarch collection. and back of the cards for Persius appears a reference to the Morgan bibliography of Persius which gives the location of editions in five American and many foreign libraries. The Persius reference is an excellent example of the extent to which a few minutes spent in making this simple card may increase our record of books available for use. The Columbia catalogue contains only fifty-two cards under Persius, and the Depository lists ten more, while the Morgan bibliography lists 847 items, of which 749 are located in accessible American libraries. The great advantage of this form of record is that it helps not only the reference department, but also the many readers who know the Library of Congress catalogue and make intelligent use of it for themselves.

During the winter and spring sessions the total number of books inquired for by letter was 136 of which sixty-four were located while seventy-two are so far unfound. The number located through existing records, Library of Congress catalogue, etc., was, of course, much larger. Record of all books found by correspondence has been added to the Depository catalogue.

An example of aid given was the case of some work on the American writer, Emerson Bennett, whose name does not appear in the Columbia Library catalogue. With the depository catalogue, supplemented by inquiry in other libraries, the student in question has been put in touch with copies of forty-nine titles or editions of Bennett's work. In a University library the need for reference service is better met if separated rather clearly from reading room service. The bibliographies and essential dictionaries and encyclopedias should stand in close conjunction with the library catalogue, and a certain amount of conversation is necessary. Such separation is not now feasible, but it is one of the things that should be borne in mind. Any book in the stacks can be procured for use in the reading room, and it is unwise to set a book in the reading room merely because it is used much. It should be there if it is particularly useful; usefulness in general is not a sound reason for a reading room that is meant for research purposes. In the reference service is also included advice as to bibliographical form and method, and in several instances faults of both fact and method have been corrected before they were set down in print.

A point of contact between Library and reader has been the exhibits of rare and historic books in Engineering, Mines and Physics. The exhibits, which were changed from time to time, evoked considerable interest. The faculty co-operated splendidly in assisting in the selection of the books to be shown and in the preparation of the explanatory notes. A careful file has been made of the titles used to date, with full historical notes, and there is enough material available so that the exhibits can be continued for some time without any duplication. Rare books, which otherwise spend an isolated existence in the vaults, can in this way do constructive work.

Several incidents have served to show that there were many students who did not even know of the existence of periodical indexes or really how to use a library catalogue. It was arranged that the Applied Science Librarian should talk for a half hour at the first meeting of Mechanical Engineering 102 on the resources of the library, the assistance it would render and the rules which must be observed by the students in availing themselves of its services. The talk reached the whole freshman class and the result was an increased and intelligent use of the Engineering Reading Room by the freshmen.

The simpler services afforded to the students should extend in the case of the faculty to wider bibliographic aid. The material on many subjects in the field of Applied Science has not yet been organised and there is need for adequate bibliographic treatment. The Applied Science Libraries of Columbia should be able to cooperate not only with their own departments but with other libraries and institutions of learning interested in the same divisions of scientific knowledge, in the preparation of constructive bibliographies and in indexing and making available existing material.

The Chinese Collection has made progress, and the catalogue and the shelves are in excellent order. A Chinese typewriter has been imported from China in order to facilitate the making of the cards. The origin of this Chinese Collection at Columbia is a memory of some stirring years in the history of the American Far West. In the middle of the nineteenth century the story of the discovery of gold in the hills of California attracted the attention of people far and wide with the possibility of fortune made overnight. It was therefore difficult to secure labor for the ordinary tasks, railroad construction, mining, gardening, laundrying, cooking. The great need for ordinary laborers at that time may be inferred from the fact that the price for laundry work was higher than that asked for the articles themselves, and most of the laundry work was done in Honolulu and returned in about sixty days. For this reason, inducements were soon offered to Chinese farmers in the south part of China. People from twelve families and from thirteen counties in Kwantung Province came to the United States. They were industrious, peaceful and law-abiding, and on their arrival they at once settled down to work as miners, railroad laborers, gardeners and servants.

One Chinese immigrant, whose name was Dean Lung, became the personal servant of H. W. Carpentier who was in charge of one of the many mining camps. Dean Lung's patient and faithful service was in contrast to the excited and disturbed atmosphere of the camp. His serene and even temper made Carpentier question his servant—Dean Lung replied quite simply, "I am an admirer of Confucius and our

other sages; Confucius told us that if there is any one rule which may guide a man in all his life it is this: Whatever you do not want done to you, do not do to others." Carpentier in later years became convinced that East and West should be brought together and he linked the fund that he gave to Columbia for this purpose with the name of Dean Lung.

According to the report of the Chinese Students' Alliance in America, there are not less than two hundred and eighty Chinese students in Greater New York, and it is a fact that more Chinese students prefer to study in Columbia University than in any other university outside of China. We have nearly all the Chinese newspapers printed in this country—three from New York city, one from Chicago, and three from San Francisco. Beginning with January, 1927, we shall receive from the publisher in bound form Shun Pao, the leading daily newspaper of China, published in Shanghai. The number of Chinese papers and periodicals received is as follows:

| Daily | | | | | | ΙI |
|--------------|--|--|--|--|--|----|
| Weekly . | | | | | | |
| Semi-month! | | | | | | |
| Monthly . | | | | | | |
| Semi-annuall | | | | | | |

An index to the more important articles in these periodicals has been started, and should prove most useful.

It is satisfactory to be able to report an over-haul of the Music Library. In the words of the Curator of the collection, the whole library was taken apart and put together again. Professor Douglas Moore spared neither time nor energy in the work of sorting the scores and of general rearrangement. The room is now in good usable condition, and the shelves have been rid of much dilapidated rubbish. This process, which of necessity had to be deliberated by all concerned, has left the collection obvious as to resources and as to gaps. Much has been sent to be bound and a programme of future development has taken definite outline. A certain elasticity in the regulations, which is one of the greatest advantages of decentralization, permits those who use the Music books to use

them as they need them. In a centralized system, differentiation in regulations produces confusion and misunderstanding.

The appointment of a new Avery Librarian was made necessary by the resignation of Professor W. B. Dinsmoor, whose time is now taken up entirely by his teaching duties. Miss Winifred Fehrenkamp, formerly Librarian of Lawrence College, Wisconsin, and previously in charge of the Ricker Library of Architecture at the University of Illinois, was appointed. The first change made was to keep Avery Library open from 9 a. m. to 10 p. m. with a member of the regular staff constantly on duty from 9 a. m. to 6 p. m. and from 7 p. m. to 10 p. m. The evening work in the Avery Library is often heavier and is generally as important as the work of the day. After a thorough study, it seemed clear that the classification in use in the Avery Library had become inadequate. It was devised when the library was comparatively small, and a later attempt to subdivide the classes did not remedy the defects. It was decided to reclassify and to change to the Library of Congress classification. Some minor changes are necessary because the Library of Congress classification is intended for general libraries and not for special libraries, but the general scheme is to be followed as closely as possible.

Upon the removal of the Fine Arts Library to Fayerweather, the care of the Ware Memorial Library became part of the duties of the staff of Avery Library itself. The use of the Ware room has been disappointingly small, and plans have been made to remodel the sixth floor of Avery to set this library where it will be convenient for its intended use. Work on this important alteration is to start immediately.

The small room on the mezzanine floor, long called the "Photograph room," is at length equipped. Shelving covering one end of the room provides a place for the fine Porter Collection of photographs. A case has been ordered for the mounted photographs. The walls of this room have been newly decorated, and, as soon as the photographs case has been delivered and the table cleared of photographs, the room will be ready for use.

There has been satisfactory cooperation in the use of Avery books in the Fine Arts room, and certain graduate classes in Fine Arts have met in the Avery Library.

An outstanding event of the year in the Law Library was the remodelling of a part of Kent Hall so as to provide additional reading room space, seminar rooms, work-rooms for the staff and an elevator. The automatic electric elevator, which is large enough to hold a library book-truck, connects the two reading rooms with the four decks of the book-stacks and has simplified and shortened processes materially. The work was begun immediately after Commencement Day, 1926, and the new rooms were opened for use on November 26, 1926.

Through the provision of the Trustees, some special study of Criminal law bibliography has been started, and Professor Chamberlain has made it possible to fill some gaps in the Law Library's collection of penal and criminal procedure codes, periodicals and treatises.

A set of the printed Library of Congress cards for books relating to criminal law, criminology and related subjects has been purchased, and with these cards as a basis, the preparation of a finding list of pertinent material in the Columbia University libraries was begun. Current pamphlets, periodicals and reports are now being assembled in one of the Seminar rooms of the Law Library for reference use.

The programme of cooperation in instruction between the Law School and the School of Business has advanced several steps during the past year. There are now four joint seminars in operation: (1) Law and Organization, (2) Law and Marketing, (3) Law and Labor and (4) Law and Banking. These seminars result in an extensive reciprocal use of library facilities by the students of both schools who are permitted to enroll, and thus far the library facilities provided appear to have been adequate and satisfactory.

In the absence of Professor W. L. Westermann, who is spending the year at the American School in Rome, the work on the Columbia collection of Greek papyri has been continued by Professor Clinton W. Keyes of the University staff and

Professor Casper J. Kraemer of Washington Square College, New York University. Professor Kraemer is working with some interesting legal and financial documents of the third and fourth centuries after Christ, all part of one find at Karanis. Professor Keyes is continuing his work on ten rolls of documents from a government file at the village of Theodelphia. These rolls belong to the reigns of Hadrian and Antoninus Pius, and give important new information in regard to the imposition by the Romans of poll-taxes upon the Egyptian native population, the transport of state-owned grain from the fields to Alexandria, and the banking and book-keeping systems of the period.

Mr. Ernest L. Hettich, Instructor in Classics at Washington Square College, New York University, and Mr. Edward R. Hardy, are making use of the Greek papyri in the preparation, under Professor Westermann's direction, of doctoral dissertations in the field of Ancient History.

The library is also the owner of a collection of manuscripts in the native Egyptian languages, demotic and coptic. The demotic texts have not yet been examined, but those in coptic have been read and some are in the course of publication. Four of the papyri are especially noteworthy since the documents on the recto are in demotic, while those on the verso are in coptic. Nearly all of the parchment fragments are biblical or ecclesiastical in character. Two pieces, however, are found, when joined together, to contain a complete magical amulet, which has been edited by Dr. A. Arthur Schiller of the School of Law, and will be published in a forthcoming number of the Journal of the Society of Oriental Research.

The first year of the Library School has gone by in close contact without friction and in cooperation without discord. The professional interest that the students of the Library School have shown in us and in our methods is of unqualified benefit to us. The full schedule that the students carry and their serious attitude towards their chosen profession are quiet testimony of the meaning of libraries and of work in a library. The bibliographies, done as part of the regular routine of the course, have direct importance to the Univer-

sity, and will be contributions of material assistance to many Departments.

The Natural Science collections depend on the aid of those who know a special subject with special knowledge, and the Library has again this year acknowledgments to make to many members of the departments. The library of Professor Kemp has been presented by his son, James Taylor Kemp, to be incorporated with the Geology collections in so far as it supplements them, and it will be an appropriate memorial of an outstanding personality. Professor Hecht has checked catalogues for his subject, and certain purchases have been made; and Professor Woodworth and Mrs. Ladd-Franklin have recommended some important additions to the Psychology shelves.

The library of the Medical School is reviewing resources in the light of its removal, and it would appear that the general Medical Library will begin with a combined library of about 35,000 volumes. The Librarian, Mr. A. L. Robert, resigned his chairmanship of the Medical Library Association in order to be free for the necessary preparations.

Knowledge of the Columbiana collection and of its activities is spread by means of frequent articles in the college and public press, and by lantern talks by the Curator on various occasions, in particular before the incoming class, while on each gathering occasion of the alumni—Alumni Day, Commencement, etc., an effort is made to offer an attractive exhibit. On Commencement Day just past the collection was visited by some two hundred persons. A specially large proportion of the additions received have been notably valuable for their historical importance, and many of them are unique. Of this character are: a mass of material accidentally discovered among the records of Trinity Church, including a copy of a hitherto unknown student publication antedating the oldest known up to that time by ten years; a large and excellently preserved collection of college memorabilia from the family of George Kip '65, including many unique specimens; and a most valuable body of material preserved by President Nathaniel Moore. This includes a copy of his letter of resignation, the original resolutions of Trustees, Faculty and students on his retirement, many important news clippings with comments in his handwriting.

A most gratifying precedent was set at the last Commencement when the Class of 1912 set aside a part of their class gift as a fund for Columbiana.

The National Union List of Serials has fully justified the work entailed by its preparation; the tests that have been made show its value, and the serial department now finds its information in one place. The necessity for constant consultation of various local lists has definitely been eliminated. The United States Daily is the most important addition to the Journalism Library. The quality of the paper and the thoroughness of the indexing make it especially valuable.

Some special note should be made of the Perfumery collection that has begun in the Chemistry library, through the help of Mr. Louis Spencer Levy.

The statistics that close this report will bear witness to the general fullness of the year's work. The most remarkable increase in the use of the library is that recorded in the College Study. The registration of students in the college showed only a slight increase over last year's figures. The actual counted use of books there leapt from 155,257 used during 1925-26 to 258,128 used during 1926-27, an increase of sixtyfive per cent. In the bindery leaves were cut in 9.807 volumes: book pockets were affixed in the back of 56,002 volumes; bookplates were affixed in the front covers of 40,108 volumes and new book cards were made for 1,215 volumes. The income from fines for lost books and belated returns amounted to \$2075, and photostat work brought in \$818. There were twenty-five showings of different issues of the Yale University films. The exhibitions in the Avery library during the year were as follows:

- 1. Yugo-slav peasant art. Loaned by Mr. K. Kostich. October-November.
- 2. European sketches done by the students of the school of Architecture during the summer of 1926. November.
- 3. Exhibition of Water colors by Edmund P. Campbell, Dean of Beaux-Arts Institute of design. December.

- Christmas cards and book plates. Renderings of the interior of Casa Italiana. January.
- 5. Architectural renderings in black and white by Otto Eggers, Hugh Ferris and Chester Price. February.
- Oil paintings—Wild flowers of Texas—San Antonio Art Association. March.
- Architectural sketches (water colors) by Professor Ralph Fanning of Ohio State University. April 1-15.
- 8. Portraits and manuscript letters of French mathematicians from the 13-16 centuries. Loaned by Dr. D. E. Smith. April and May.
- Books and manuscripts on Jeanne d'Arc. From the General Library. May.
- 10. Schermerhorn Fellowship Competition drawings. "A Museum of Peaceful Arts." Church Models. May.

Several changes on the staff of the Library have taken place; by the death of Miss Elizabeth Baldwin, the library of Teachers' College loses a librarian of long and faithful service. Miss Baldwin was a member of the original Columbia Library School of 1887, and began her work at Teachers College in 1889. Four members of the staff retired on a pension at the end of the year. Their names with the date when they came to us are: Miss Adele Erb (1884); Miss Elizabeth Haldeman (1891); Miss Leslie Irwin (1894) and Miss Emma J. Camp (1902). They will be much missed by those with whom, and those for whom they worked.

The record of gifts to the University Library is again gratefully set down. Sums of money were given for specific purposes by: Oscar Dresser, \$100 for the purchase of German literature; Rev. Acton Griscom, \$140 for the Joan of Arc collection; Henry Heide, \$100 for the purchase of German literature; Angelo Hirsch \$500 for the purchase of German literature; Otto H. Kahn, \$100 for the purchase of German literature; T. H. Lamprecht, \$100 for the purchase of German literature; Mrs. Alfred Levinger, \$100 for the purchase of German literature; Siegfried Peirels, \$100 for the purchase of German literature; Ella Reussner, \$100 for the purchase of German literature; Mary F. Spencer, \$100 for the purchase of German literature; Carl F. Stiefel, \$100 for

the purchase of German literature; James Loeb, \$175 for Labor literature; Colonel R. H. Montgomery, \$1,725 for the Montgomery Accounting Library.

There have been received through the Trustees of the University a volume of manuscript papers of Samuel Johnson; from President Borno of Haiti, Le Moniteur 1910–1925, and Madiou's Histoire d'Haïti; from Mrs. E. S. Coolidge, the Works of C. Monteverdi; from Mrs. Joseph Choate, seventy-four volumes; from the Columbia Optometric Association, twenty-nine volumes; from Edward Epstean, twenty-nine volumes on photography and photo-mechanical processes; from Mrs. C. E. Evans, the Malay Dictionary of Dr. C. E. Evans; from Samuel Glassman & Son, a collection of papers of Robert Fulton; from Dr. Camillo von Klenze, 331 volumes; from Dr. Otto Vollbehr, Liber Chronicarum of 1493; from Louis F. Massa (bequest), sixty-five volumes; from J. T. Kemp, 3,155 volumes of the Library of Professor James Furman Kemp; from Professor H. M. Howe (bequest) 4,125 volumes.

Other donors to whom gratitude is due are: William Andrew Clark, Jr.; Mrs. C. A. Griscom; Mrs. A. D. F. Hamlin; Mrs. R. J. Law; Mrs. F. S. Lee; T. O. Mabbott; Sir D. J. Tata; Augustus van Cortland. The Columbia University Press has sent us sixty-eight volumes, and Harcourt, Brace and Company forty-three volumes. Gifts and exchanges have been received from many societies and institutions, especially, perhaps, are to be noted those from the American Statistical Association; the Carnegie Foundation for the Advancement of Teaching; the Carnegie Endowment for International Peace; the Foreign Office and the Ministry of Education of Czechoslovakia; the German Foreign Office; the Consulate of Japan.

President Butler has given us 541 volumes; Professor Brander Matthews, 224 volumes, and other officers of the University who have helped in the growth of our collections are: C. S. Baldwin, A. J. Barnouw, C. P. Berkey, R. H. Blanchard, F. Boas, M. T. Bogert, W. T. Bush, W. Campbell, R. J. Colony, J. J. Coss, F. Coykendall, E. M. Earle, J. C. Egbert, F. D. Fackenthal, B. Fay, D. R. Fox, J. L. Gerig, F. H. Gid-

dings, R. J. H. Gottheil, L. H. Gray, E. B. Greene, P. M. Hayden, C. J. H. Hayes, F. C. Hicks, D. W. Johnson, Chaplain Knox, C. Ladd-Franklin, S. M. Lindsay, C. A. Manning, F. C. Mills, J. B. Moore, G. C. D. Odell, H. W. Puckett, I. K. Rhodes, R. L. Schuyler, H. R. Seager, E. R. A. Seligman, H. N. Shenton, W. R. Shepherd, A. H. Stockder, G. L. van Roosbroeck, A. Whitridge, R. S. Woodworth, J. D. Young.

The general statistics of the University Library are as follows:

| Accessions: | | | | | | | | | | | | | | | | | | |
|-----------------------|-----|------|------|------|----|-----|----|----|-----|-----|---|----|---|----|---|---|---|---------------|
| Volumes added: | | | | | | | | | | | | | | | | | | |
| General Library and | De | pa | rti | me | nt | 5 | | | | | | | | | | | | 30,425 |
| School of Law | | | | | | | | | | | | | | | | | | 8,781 |
| School of Medicine | | | | | | | | | | | | | | | | | | 1,268 |
| Dental School | | | | | | | | | | | | | | | | | | 414 |
| Avery Library | | | | | | | | | | | | | | | | | | 251 |
| Barnard College . | | | | | | | | | | | | | | | | | | 2,564 |
| Teachers College . | | | | | | | | | | | | | | | | | | 4,792 |
| College of Pharmacy | | | | | | | | | | | | | | | | | | 246 |
| Total | | | | | | | | | | | | | | | | | | 48,741 |
| Total of Volumes in | Un | 1376 | ere: | itsz | ī | ihi | ar | ie | . 1 | 117 | | 20 | т | റാ | 7 | | | 1 002 242 |
| Gifts: Pamphlets an | | | | | | | | | | | | | | | | | | |
| onts. Tampinets an | u v | 011 | 4111 | CS | • | • | • | • | • | • | • | • | • | • | • | • | ٠ | 13,470 |
| Exchanges: | | | | | | | | | | | | | | | | | | |
| Pieces received . | | | | | | | | | | | | | | | | | | |
| Pieces sent out . | | ٠ | ٠ | | ٠ | ٠ | ٠ | ٠ | | | | | | | ٠ | | | 14,419 |
| Total | | | | | | | | | | | | | | | | | | 22,262 |
| Orders placed | | | | | | | | | | | | | | | | | | 10,200 |
| Serials checked | | | | | | | | | | | | | | | | | | |
| Cataloguing: | | | | | | | | | | | | | | | | | | |
| Cards made and filed: | | | | | | | | | | | | | | | | | | |
| General Library . | | | | | | | | | | | | | | | | | | 34,638 |
| Departments | | | | | | | | | | | | | | | | | | 16,195 |
| Barnard College . | | | | | | | | | | | | | | | | | | 3,886 |
| Law Library | | | | | | | | | | | | | | | | | | 20,622 |
| Medical Library . | | | | | | | | | | | | | | | | | | 3,324 |
| Replaced (incl. Law) | | | | | | | | | | | | | | | | | | 7,245 |
| Depository | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | - | |
| Total | | | | | | | | | | | | | | | ٠ | | | 126,689 |

| REPORT OF THE LIB | R A | R | I A | A N | 1 | | 329 |
|---|-----|-----|-----|-----|----|---|-------------|
| Volumes catalogued | | | | | | | . 33,777 |
| Volumes recatalogued | | | | | | | |
| Volumes lost or withdrawn | | | | | | | . 1,878 |
| Binding: In Library Bindery: | | | | | | | |
| Books bound | | | | | | | . 392 |
| Volumes repaired | | | | | | | . 5,111 |
| Pamphlets bound | | | | | | | . 14,058 |
| Total | | | | | | | . 19,561 |
| Outside of Library: Volumes bound and rebound | | | | | | | . 14,946 |
| Total | | | | | | | . 34,507 |
| Circulation: | | | | | | | |
| Volumes supplied from Loan Desk, including | ren | ewa | ıls | | | | . 146,309 |
| Volumes in libraries, loaned and used | | | | | | | . 1,862,250 |
| Total recorded use of libraries | | | | | | | .2,008,559 |
| Respectfully submitted, | | | | | | | |
| | Ro | GE | R | Н | [0 | w | son, |
| | | | | | | | rarian |

June 30, 1927

REPORT OF THE SECRETARY OF APPOINTMENTS

OCTOBER 1, 1926, TO SEPTEMBER 30, 1927

To the President of the University

SIR:

I have the honor to present herewith a record of the work of the Appointments Office from October 1, 1926 to September 30, 1927.

The total number of placements in each branch of our work has been increased over that of the previous year. A summary will be found on the next page of this report.

Our efforts in the placement of our graduates continue to show increasing results. Since we are limiting ourselves to the placement of new or recent graduates, this figure must of necessity increase rather slowly, but should before many years reach an annual total of about one thousand placements.

In the most important phase of our work, part time student employment, the advance which has been made during the past few years does not satisfy the members of our staff since the increased number of placements has been accompanied by an approximately equal increase in the number of registrants. Although there were 90% more part time positions filled in 1927 than in 1923, the registration increased 100% in the same period. While I believe that our registration will not grow in the next four years at the same rate that it has during the past four, it is obvious that we must continue to put our greatest energy into increasing as rapidly as possible the number of part time positions annually available to our students. Although the activities of this office have expanded considerably since I made my 1924 Report, the following statement in that report still holds; "Undoubtedly the most important work done by this office is the securing of part time jobs which will enable our students to earn all or part of their living while they are studying in the University."

| | Regist | ration | Posii Offe | | Inter | views | Posi | tions F | Filled | |
|-----------------|--------|--------|---------------|------|-------|-------|------|---------------|--------|--|
| | 1926- | 1925- | 1926- | | 1926– | , , | _ | 1925– 1926 | | |
| | 1927 | 1926 | 1927 | 1926 | 1927 | 1926 | 1927 | 1920 | 1925 | |
| Full Time | | | | | | | | | | |
| Men | 769 | 594 | 767 | 733 | 1383 | 1159 | 255 | 212 | 140 | |
| Women | 856 | | | | | | | | 141 | |
| Teaching | 1055 | 800 | | 454 | 1169 | 582 | 93 | 54 | 34 | |
| | | | | | | | | | | |
| Total | 2600 | | ×004 | | 2625 | 2600 | | | 27.5 | |
| Full Time | 2680 | 2186 | 1984 | 1770 | 3637 | 2699 | 532 | 434 | 315 | |
| Part Time | | | | | | | | | | |
| School Year | | | | | | | | | | |
| Men | 1569 | 1389 | 2448 | 2070 | 2530 | 2625 | 2184 | 1967 | 1405 | |
| Women | 895 | 704 | 1138 | 1057 | 1338 | 1262 | 1011 | 866 | 703 | |
| Summer | | | l I | | | | | | | |
| Men | 1033 | - | | 73 I | 1364 | 10 | | 609 | 795 | |
| Women | 813 | 619 | 588 | 580 | 630 | 684 | 407 | 419 | 377 | |
| Tatal | | | | | | | | | | |
| Total Part Time | 4310 | 3604 | 5148 | 4438 | 5862 | 6029 | 4410 | 3861 | 3280 | |
| Tait Time | 4310 | 3004 | 5140 | 4430 | 5002 | 0029 | 4410 | 3001 | 3200 | |
| Grand Total | 6990 | 5790 | 7132 | 6208 | 9499 | 8728 | 4942 | 4295 | 3595 | |
| Grand Total | 6990 | 5790 | 7132 | 0208 | 9499 | 8728 | 4942 | 4295 | 3595 | |

The city's resources still offer many untouched fields for student employment and, although a further increase in the size of our staff may be necessary, there is undoubtedly an opportunity for continued development in this department of our work.

Summer employment which showed a loss last year has been brought up somewhat, although the totals continue to indicate the need for increased effort on the part of this office. It is apparent to us that the satisfactory conduct of summer placement work requires a large amount of effort throughout winter and spring in anticipation of the vacation period. When and if the time comes that we can justify the transfer of more of our effort from term time to summer employment, I think we may develop this field to a point that will be relatively satisfactory.

Lack of time and money prevents the rapid development of our teacher placement work. During the year covered by this report, we have made a start in expanding our activities in this field and the total number of placements, while small in comparison with what we ultimately expect, is an increase of which we are proud. You will recall that in my last report I discussed a study made by us of our teaching placement methods. As a result of this study our methods and forms have been revised and I think that as we are able to increase our efforts we shall produce worth while results.

The results of this year's employment program in the field of law indicate the value of combining the placement efforts of our students and alumni with those of the University. The Student Committee secures for us a full registration of candidates from the third year class of the School of Law and contributes valuable information regarding their personal qualifications. The alumni, through the Law Clerkship Committee of the Alumni Association, secure for us most of our opportunities to recommend our men. The members of the law faculty, through the Dean's Office, are of constant assistance in commenting upon positions and candidates.

It is fortunate we should have this assistance, particularly from the Alumni Committee. The placement situation in the field of law in New York is becoming increasingly difficult because of the excessive number of students attending the various law schools within the state and the number of graduates from law schools throughout the country, who come to New York to begin their careers. While we find a sustained interest on the part of practising attorneys in New York in the new graduates of the Columbia School of Law, there is no question but that the continued effectiveness of our placement work for law graduates depends altogether on the interest of our older graduates and the active assistance of the Law Clerkship Committee of the Alumni Association.

Last year the Alumni Committee arranged 184 interviews between those seeking law assistants and graduates seeking to change positions. This of course does not include the numerous interviews arranged for graduates of the 1927 Class who were seeking to be placed in law offices for the first time. These were 310, making a grand total of 494. A goodly proportion of these resulted in placements.

Since the completion of our placement work for the year 1926–27 marks the 25th year of activity of this office for which records are available, it may be interesting to note the comparative record during that period. The first reference in the annual reports to employment activity at the University, is found in President Low's Report for 1895:

"A year ago the University Council appointed a Committee from all the schools on Aid for Students. The object was to place at the command of such students as might be working their way through college opportunities to earn money which the students might not easily be able to secure for themselves. The result of the experiment seems to me distinctly encouraging. Students to the number of thirty-two earned together \$2,511, or, on the average \$78 apiece. This is the equivalent of one term's tuition fee in most of the schools."

From 1895 until 1903 mention is made yearly in the annual reports of the accomplishments of the Committee on Aid for Students, but figures other than estimated earnings are not recorded. In 1913 we have the first record of organized employment activity for graduates. The following table shows the registration and placements for the past 25 years:

| Year | Student E | mployment | Graduate E | mployment | Total |
|-------------|--------------|------------|--------------|------------|------------|
| | Registration | Placements | Registration | Placements | Placements |
| 1903 | 450 | 231 | | | 231 |
| 1904 | 508 | 241 | | | 241 |
| 1905 | 537 | 234 | | | 234 |
| 1906 | 577 | 276 | | | 276 |
| 1907 | 509 | 306 | | | 306 |
| 1908 | 506 | 287 | | | 287 |
| 1909 | 432 | 614 | | | 614 |
| 1910 | 628 | 1010 | | | 1010 |
| 1911 | 820 | 909 | | | 909 |
| 1912 | 537 | 1496 | | | 1496 |
| 1913 | 715 | 1885 | 91 | 47 | 1932 |
| 1914 | 959 | 1433 | 225 | 55 | 1488 |
| 1915 | 981 | 1266 | 400 | 110 | 1376 |
| 1916 | 1251 | 2809 | 521 | 146 | 2955 |
| 1917 | 1339 | 2299 | 702 | 129 | 2428 |
| 1918 No fig | ures | | | | |
| 1919 | 1562 | 685 | 292 | 100 | 785 |
| 1920 | 1899 | 1745 | 411 | 91 | 1836 |
| 1921 | 2561 | 1321 | 389 | 57 | 1378 |
| 1922 | 1952 | 1822 | | 125 | 1947 |
| 1923 | 2148 | 2357 | 592 | 193 | 2550 |
| 1924 | 2531 | 3013 | 1027 | 230 | 3243 |
| 1925 | 3165 | 3280 | 1232 | 315 | 3595 |
| 1926 | 3604 | 3861 | 2186 | 434 | 4295 |
| 1927 | 4310 | 4410 | 2680 | 532 | 4942 |

During the academic year 1926–27, the administration of the University Loan Fund was continued under the direction of the Advisory Committee on Student Loans with the Secretary of Appointments acting as Secretary of the Committee, and this office handling the applications. The total amount of money lent was \$77,618.35. Five hundred and seventy-six loans were granted to four hundred and thirty-seven borrowers. The following table shows the distribution of the loans among students of the various schools and departments of the University:

| | Loans | Borrowers | | Granted Loan | 1 | Granted Loans | C | Men Franted Loans | Total |
|-------------------|-----------|-----------|--------|-------------------|--------|------------------|--------|-------------------------|----------------|
| School | Total No. | Total No. | Number | Average Amount | Number | Average | Number | Average Amount | Amount Lent |
| College | 220 | 167 | 119 | 124.35 | 43 | 284.73 | 5 | 347.80 | 28,780.04 |
| Law | 93 | 73 | 53 | 125.58 | 20 | 205.38 | | | 10,763.34 |
| P. & S | 48 | 31 | 15 | 223.33 | 15 | 415.66 | I | 500.00 | 10,085.00 |
| M.E.C | 17 | 13 | 9 | 158.78 | 4 | 282.32 | | | 2,558.30 |
| Graduate | 83 | 65 | 47 | 116.57 | 18 | 260.00 | | | 10,158.79 |
| Business | 36 | | 20 | 129.92 | 8 | 284.50 | | | 4,874.40 |
| Architecture | 5 | 4 | 3 | 122.54 | I | 319.50 | | | 686.52 |
| Journalism | 25 | 19 | 14 | 117.50 | 4 | 284.00 | I | 311.00 | 3,092.00 |
| Dental | 7 | 5 | 3 | 207.00 | 2 | | | | 1,446.00 |
| Extension | 25 | 19 | 14 | 102.57 | 4 | 212.55 | 1 | 532.00 | 2,818.18 |
| Library | 7 | 7 | 7 | 180.29 | | | | | 1,262.03 |
| Optometry | 1 | 1 | I | 125.00 | | | | | 125.00 |
| University Under- | 1 | | | | | | | | |
| graduates | 9 | 5 | 2 | 160.00 | 2 | 153.37 | I | 342.00 | 968.75 |
| Total | 576 | 437 | 307 | 130.57 | 121 | 281.89 | 9 | 360.44 | 77,618.35 |

By way of comparison with the above figures, it should be noted that during the academic year 1925–26 the total amount of money lent was slightly in excess of \$67,000.00, 396 loans being granted to 287 borrowers.

In view of our still limited funds the Advisory Committee on Student Loans has found it necessary to place definite

restrictions on the amounts of the loans, and the lengths and purposes for which they are made. In practically no cases have loans been made from the general fund for purposes other than the payment of tuition fees, and the notes have been made for periods of not over one year, subject to renewal upon payment of interest. Our borrowers are rarely permitted to accumulate a total indebtedness of more than the amount of one year's tuition charges.

As the loan fund more nearly approaches the size originally planned, we shall be justified in increasing where desirable the size of the loans and lengthening the term of the notes so as to carry some of our borrowers not only through their last undergraduate years, but through several years of graduate or professional school work.

The University officers concerned with the administration of the fund are well aware of the dangers to which careless administration leads. They realize that constant attention and watchfulness are necessary to prevent our principal from becoming partially frozen with the inevitable result that only a portion of the fund would rotate, thus yielding a decreased benefit to the students of succeeding years. The experiences of other universities do not cause us optimism. Thus far, however, we believe that the fund has been administered carefully and that there are no signs of danger.

Just as the activities of a university placement office in the field of part time employment, lead naturally to the field of permanent placement of graduates in the various lines of professional and business endeavor, so continued activity in the latter leads to the development of appointment work for older experienced graduates who return to the university for replacement. It is inevitable that as contacts with employers are developed in the placement of seniors, these firms should from time to time seek to secure from the university, older men for positions requiring varying degrees of business or professional experience, in addition to appropriate university training. Furthermore, it is also to be expected that a certain number of older graduates, considering it advisable to change their positions, or finding themselves out of work, should seek to register with the university placement office.

It seems to me that this situation raises a definite question of University policy and that if this office is to engage in any permanent placement work other than among the new graduates, we should clearly define the line beyond which we should not of our own volition carry our activities. We are at present devoting a considerable part of our efforts to a constructive and intensive program of placement of the members of our senior classes. It is agreed by the University officers most intimately concerned with the administration of the Appointments Office, that this activity is unquestionably a desirable phase of the University appointment work. Whether our present scope should be extended to include all graduates, depends, to my way of thinking, on four factors, practicability, need, appropriateness, and desirability from point of view of our alumni.

So far as practicability is concerned, it seems quite reasonable to believe that sustained effort and intelligent administration would result in the development of a well-functioning graduate placement department. There are universities which have undertaken such a program and have apparently encountered no serious difficulties. The establishment and maintenance of such a department would undoubtedly be expensive, involving extensive records and ultimately a large staff of placement workers. Should the results justify the expense, however, there is little doubt but that the necessary funds could be secured.

The question of need is debatable. It would be unwarranted to suppose that all our graduates are successfully engaged in the line of work to which they are best suited by training and temperament. It would also be an unwarranted supposition that with vocational tests in their present state of development, a university placement office could satisfactorily adjust all cases of misplacement. Downright lack of ability is often indistinguishable from vocational mal-adjustment. Blind desire for financial advancement is often mistaken for ambition. I think there is no doubt that a comprehensive program for graduates would yield a certain number of desirable placements, but I am not convinced that the need is suffi-

ciently great to cause the University to add its assistance to the already existing employment facilities, commercial and otherwise.

The third point is, I suppose, also debatable. Is continued employment service an appropriate phase of the University's service to its graduates? Since we encourage self-supporting students to undertake study with us, we must of course give them all possible assistance in securing part time employment. Since we, to a certain extent, train them for fields of professional and business work, it seems appropriate that we actively assist them in securing opportunities to undertake the careers for which they have prepared. It would seem that we were remiss, indeed indifferent, were we not to interest ourselves in the commencement of their permanent work. It is not, I think, paternalism, but rather a proper interest in our new graduates as they begin a new phase of their lives.

We have trained them during their stay with us, and helped them set out on the careers for which they have prepared. We have ceased active supervision of their education, their health, and their personal behavior, and it seems proper that we also cease our employment activities, save in a few isolated and unusual instances. The relationship of student to University has been supplanted by that of alumnus to University, and while it is no less binding, it is of a more independent sort, which does not permit of our methodically injecting ourselves into the personal or vocational plans of our alumni.

I am thus led to the fourth point, the desirability of graduate employment from the graduate's point of view. In certain cases it is unquestionably desirable to assist a graduate to change to more suitable work. At the time he graduates he can by no means be sure that he is selecting work to which he is suited, and if a mistake is made, it ought to be corrected as soon as it is perceived. On the other hand, careful observation has led us to believe that in many cases the ready accessibility of a medium for changing one's position is demoralizing to an employee, particularly in the cases of the younger men who are inclined to become easily dissatisfied with their present

positions because of natural restlessness and the desire to secure rapid advancement. We often meet a young graduate of three to five year's standing, who feels that advancement in his chosen field is best secured by changing from a position in which he is making normal progress, to one with another organization which, because it prefers to be relieved of the necessity of prolonged training, offers a slightly larger salary. He is apt to forget that while he may make a momentary gain in financial reward, he is sacrificing the good-will which he has built up for himself through several years of faithful and competent service. To him the grass in the next pasture looks particularly green, and he is almost sure to try it if the university placement office encourages him by standing ready to open the gate.

It is possible that graduate placement work might be so administered as to eliminate this undesirable feature, but I doubt that it could be entirely successful. The difficulty lies in the fact that the view of the next pasture has made its impression before the placement officer realizes it. By the time the dissatisfied graduate comes to the university, he is fully determined to make a change, and has had time to rationalize his situation into an apparent case of misplacement or lack of opportunity. How can the university officer know whether the company is so organized as to offer relatively small opportunity for substantial advancement? How can he tell whether the dissatisfied graduate is actually unfitted for merchandising, or whether he merely feels that in manufacturing he could make more money with less effort? He can't. It is likely that he will be taken in and in many cases will assist the registrant to do what he ought not to do, change his company or his work for no valid reason. This may happen so many times that it is doubtful if such a service to graduates is really a service at all.

In view of the foregoing, it is the opinion of those University officers who are most familiar with the problem, that the scope of work of this office should properly be fixed at the placement of our new graduates in their initial positions, and that a strenuous effort should be made to make these initial

positions ones which are wisely chosen. It is felt, however, that we should continue our policy of serving those few obviously misplaced graduates who from time to time come to our attention, treating them as individual problems and avoiding undue development of this phase of our work.

One exception should be made in the cases of our graduates who are engaged in college teaching. This exception seems necessary because of special conditions in the field of teaching where opportunities for academic advancement, for desired specialization and for further graduate study, sometimes require changes of position. Furthermore, because of these graduates' continued association with educational work, it is logical that their professional relationship with the university should remain close and that college presidents and department heads should look to the university as a source of supply of teachers with varying degrees of experience.

You will recall that in my last report I spoke of our publication of the booklet "How to Get and Keep a Job" by Mr. C. R. Dooley, Manager of Personnel and Training of the Standard Oil Company of New Jersey. Intended primarily for use among our prospective graduates, the booklet so interested employers in general that it was felt advisable to secure the author's permission for the Columbia University Press to reprint it, making copies available in quantities to those employers who wish to put them in the hands of their employees. The article has thus been widely distributed. Meanwhile, this office continues to make worth-while use of it among members of the graduating classes.

During the past year there has been organized the Eastern College Personnel Officers, a group of administrative officers of the New England and New York colleges, most of whom are engaged in student and graduate placement work. This organization, while not conflicting with the activities of the National Association of Appointments Secretaries, has proved of great value to us since it comprises a group of individuals whose purposes and problems are approximately the same and whose fields of activity lie within the same geographical boundaries. The meetings of the Association have so far

provided a welcome opportunity for the interchange of ideas, discussion of improved methods, and the development of new fields of activity.

During the coming year we plan to devote our entire time, energy, and thought to the further development of our work along the lines already followed. It is not contemplated that the office undertake any new activities, but rather that for the next three years our entire resources be placed behind the development of those employment activities in which we are already engaged with major emphasis on term-time work.

Placement work such as ours makes relentless demands on one's nervous energy, good humor, and powers of decision. The members of the staff of this office have met these demands cheerfully, and for their continued loyalty and enthusiasm they have my sincerest thanks.

Respectfully submitted,

NICHOLAS McDowell McKnight,

Secretary of Appointments

October 1, 1927

the School of Law.

FULL TIME PERMANENT PLACEMENTS

MEN

OCTOBER 1, 1926—SEPTEMBER 30, 1927

| Т | otal | • | Total |
|------------------------------|-----------------|-------------------------|-------------------|
| Accounting | 171 | Manufacturing—continued | |
| Advertising | 12^{2} | Sales 8 | 3 |
| Architecture | I | Sales Promotion | 236 |
| Banking | 4 ³ | Merchandising | I |
| Chemistry | 3 | Miscellaneous | |
| Credit Investigation | 5 | Motion Pictures | . I |
| Department Store Work | 134 | Personnel | . I ⁷ |
| Education | I | Public Organization | . 6 |
| Engineering | | Public Utilities | |
| Chemical 2 | | Office | . 18ª |
| Civil 5 | | Publicity | . 2 |
| Electrical 3 | | Publishing | . 10 |
| Mechanical I | ΙI | Real Estate | |
| Foreign Trade | 2 | Research | |
| Insurance | 5 | Economic | . І |
| Investment Banking & Broker- | | Resident Tutoring | . 5 |
| age | IO | Restaurant Management | . 3 |
| Journalism | 3 | Retail Trade | . 89 |
| Law | 74 ⁵ | Secretarial Work | . I |
| Manufacturing | | Shipping | . I |
| Advertising 2 | | Statistics | . 7 ¹⁰ |
| Office 6 | | Wholesale Trade | 3 |
| Production 1 | | | |
| Purchasing 1 | | Total | 255 |

- $^{\rm I}$ Fifteen filled in cooperation with the School of Business Committee on Employment.
- ² Two filled in cooperation with the School of Business Committee on Employment.
- 3 Three filled in cooperation with the School of Business Committee on Employment.
- 4 Six filled in cooperation with the School of Business Committee on Employment.
- ⁵ Sixty-one filled in cooperation with the Law Clerkship Committee of the Alumni Association of the School of Law and the Clerkship Committee of the Third year Class of
 - ⁶ Four filled in cooperation with the School of Business Committee on Employment.
 - $^{7}\,\mathrm{One}$ filled in cooperation with the School of Business Committee on Employment.
 - ⁸ Four filled in cooperation with the School of Business Committee on Employment.
 - 9 One filled in cooperation with the School of Business Committee on Employment.
 - ¹⁰ Four filled in cooperation with the School of Business Committee on Employment.

FULL TIME PERMANENT PLACEMENTS WOMEN

остовек 1, 1926—september 30, 1927

| | T | otal | | | [otal |
|-----------------------|----|------|----------------------|--------|-------|
| Advertising Solicitor | | | Engineering | 2 | |
| Publishing | 1 | I | Hotel Management | I | |
| Case Worker | | | Insurance | I | |
| Social Service | 2 | 2 | Investment Banking & | | |
| Chemist | | | Brokerage | 2 | |
| Engineering | I | I | Law | 6 | |
| Clerk | | | Manufacturing | 6 | |
| Education | 9 | | Medicine | 2 | |
| Medicine | ī | | Motion Picture | 2 | |
| Personnel | 2 | | Public Organization | 7 | |
| Social Service | I | 13 | Publishing | 4 | |
| Copy Writer | | Ü | Real Estate | I | |
| Advertising | 2 | 2 | Religion | 2 | |
| Correspondent | | _ | Retail Trade | 2 | 61 |
| Publishing | I | 1 | Statistician | | - |
| Costume Designer | - | | Accounting | I | |
| Manufacturing | I | I | Investment Banking & | • | |
| Executive Secretary | • | • | Brokerage | 21 | |
| Education | I | I | Medicine | I | 4 |
| lournalist | • | • | Stenographer | • | - |
| Publishing | 5 | 5 | Accounting | I | |
| Laboratory Technician | 3 | 3 | Advertising | 2 | |
| Medicine | 2 | , | Architecture | 2 | |
| Librarian | 3 | 3 | Education | | |
| Public Organization | 1 | 1 | Foreign Trade | 17 | |
| Personnel Worker | 1 | | Insurance | I | |
| Department Store | I | | Investment Banking & | 1 | |
| Investment Banking & | - | | Brokerage | 8 | |
| Brokerage | I | 2 | | | |
| Research Worker | - | 2 | Law Manufacturing | 4 | |
| Advertising | 2 | | Motion Picture | 2 I | |
| Investment Banking & | 2 | | | | |
| Brokerage | I | | Music | I | |
| Public Utilities | | | Personnel | 2 | |
| | I | 4 | Public Organization | 8 | |
| Resident Chaperone | _ | | Public Utilities | I | |
| Education | I | I | Publishing | 10 | |
| Saleswomen | | | Real Estate | I | |
| Retail Trade | I | I | Retail Store | I | 64 |
| Secretary | | | Typist | | |
| Accounting | I | | Education | 14 | |
| Advertising | 2 | | Medicine | I | |
| Agriculture | Ι | | Publishing | Ι | 16 |
| Drama | İ | | | | |
| Education | 18 | | Total | | 184 |

¹One filled in cooperation with the School of Business Committee on Employment.

COLLEGE AND UNIVERSITY TEACHING APPOINTMENTS OCTOBER 1, 1926—SEPTEMBER 30, 1927

| Department | Rank | Men | Women | Total |
|-------------------|-----------------------------------|-----|-------|-------|
| Biology | Department Head | I | | |
| 07 | Full Professor | | I | |
| | Assistant Professor | | 1 | |
| | Instructor | 1 | ı | |
| | Assistant | I | I | 6 |
| Chemistry | Department Head | 1 | I | |
| | Associate Professor | I | | |
| | Instructor | 1 | I | 3 |
| Civil Engineering | Instructor | I | | I |
| Economics | Assistant Professor | 2 | | |
| Leonomies | Instructor | 4 | | 6 |
| English | Department Head | 2 | 1 | |
| Lingtion | Assistant Professor | 4 | ī | |
| | Instructor | 16 | 10 | 34 |
| History | Assistant Professor | 10 | 2 | 34 |
| Tristory | Instructor | 7 | ~ | 9 |
| Latin | Instructor | ' | 2 | 3 |
| Mathematics | Department Head | ı | ī | 3 |
| Mathematics | Instructor | I | 1 | |
| | Assistant | 3 | | 6 |
| Madam Languages | Department Head | 3 2 | | U |
| Modern Languages | Assistant Professor | 2 2 | | |
| | | 1 I | | |
| French | Instructor Assistant Professor | _ | | |
| French | | I | | |
| 0 11 | Instructor | 2 | I | |
| Spanish | Instructor | 3 | I | |
| TM 11 1 | Assistant | I | I | 15 |
| Philosophy | Instructor | I | I | 2 |
| Physics | Department Head | I | | |
| D. W. L. G. L. | Instructor | 2 | | 3 |
| Political Science | Department Head | | 1 | I |
| Psychology | Instructor | 2 | | 2 |
| Sociology | Instructor | | I | I |
| Special | Instructor | | I | I |
| | Total | 63 | 30 | 93 |

FULL TIME PLACEMENTS BY UNIVERSITY DEPARTMENTS

OCTOBER, I, 1926—SEPTEMBER 30, 1927

| Accounting | 9 |
|-------------------------|----|
| Chemical Engineering. | 3 |
| Chemistry | 24 |
| Electrical Engineering | I |
| Industrial Engineering. | 3 |
| Physics | |
| Psychology | |
| • | _ |
| Total | 44 |

MEN'S REGISTRATION FOR PART TIME WORK ACCORDING TO SCHOOLS

OCTOBER I, 1926—SEPTEMBER 30, 1927

| | Winter | Summer | Total |
|-------------------------|--------|--------|-------|
| College | 709 | 467 | 1176 |
| Law | 147 | 77 | 224 |
| Physicians and Surgeons | 25 | 38 | 63 |
| Engineering | 35 | 21 | 56 |
| Graduate | 235 | 137 | 372 |
| Architecture | 14 | 5 | 19 |
| Business | 81 | 29 | 110 |
| Journalism | 41 | 9 | 50 |
| Extension | 155 | 77 | 232 |
| Dentistry | 18 | 6 | 24 |
| Pharmacy | 2 | | 2 |
| Teachers College | 79 | 70 | 149 |
| Optometry | 17 | 10 | 27 |
| Library Service | 7 | 3 | 10 |
| Union Theological | 4 | | 4 |
| Summer Session | | 84 | 84 |
| | | | |
| | 1569 | 1033 | 2602 |

PART TIME PLACEMENTS

MEN

остовек, 1, 1926—september 30, 1927

| | | hool Y 1–Ma | | | Summer 1–Sept. 30 |
|-------------------------|---------|----------------|---------|--------|---------------------------|
| Classification | Steady | Tempo- rary | Service | Steady | Tempo- rary Service |
| Accountant | 2 | | | | |
| Addressograph Operator | | | | | I |
| Artist | | | I | | 140 |
| Athletic Coach | 3 | 2 | | | 1 |
| Attendant to Invalid | | | | | 1 |
| Banjo Teacher | 1 | | | | |
| Bell Boy | | | | 1 | |
| Blood Donor | | | | | 2 |
| Bookkeeper | 2 | I | | 3 | |
| Bowling Alley Attendant | 4 | | | | |
| Boys Club Leader | 34 | 8 | | 1 | |
| Camp | | | | | |
| Chauffeur | | | | 4 | |
| Councillor | | | | , | |
| General | | | | 5 | |
| Nature Study | | | | 2 | |
| | | | | 1 | |
| Sailing Councillor | | | | 2 | |
| Doctor | | | | 1 | |
| Secretary | | | | 1 | |
| Social Director | | | | 2 | |
| Waiter | | | | 12 | |
| Canvasser | | 38 | | 12 | 2 |
| Carpenter | | 30 | 3 | | 2 |
| Cashier | | _ | | 8 | |
| Chauffeur | 15 6 | · · | | 6 | - |
| Checker | 0 | 5 2 | | O | 7 |
| Chemist | | - | | | |
| Chinese Cook | | 4 | | | |
| Christmas Fund Worker | 2 | | | | |
| Church Singer | | 61 | | | |
| Clerk | 3 | I | | | |
| Bank | | | | | |
| | | | | 5 | |
| Election | | 18 | | | |

PART TIME PLACEMENTS—MEN (CONTINUED)

| | | hool Y | | Summer | | |
|------------------------------|---------------|----------------|---------|-----------------|----------------|---------|
| · | Oct. 1-May 31 | | | June 1-Sept. 30 | | |
| Classification | Steady | Tempo- rary | Service | Steady | Tempo- rary | Service |
| Financial House | 2 | | | | 2 | |
| Hotel | 6 | | | 3 | 1 | |
| Information | 9 | 3 | | 1 | | |
| Office | 32 | 66 | · I | 21 | 25 | |
| Post Office | | 172 | | I | I | |
| Retail | 6 | 5 | | 3 | 3 | |
| Railroad | | 9 | | 1 | 1 | |
| Steamship | | | | 5 | | |
| Companion | 20 | 14 | | 5 | 6 | |
| Cook | | 2 | | | | |
| Demonstrator | | 3 | | I | | |
| Dentist | | 2 | | | I | |
| Department Store Section Mgr | 16 | | | 3 | | |
| Door man | I | I | | I | | |
| Draftsman | 8 | 9 | 1 | 5 | 6 | |
| Editor | | 2 | | | | |
| Electrical Repair man | 30 | | | 7 | | |
| Elevator Operator | 3 | | | | | |
| Engineering Supervisor | | 3 | | | | |
| Entertainer | | | | | | |
| Actor | 1 | 15 | | | | |
| Musician | | 72 | | 4 | 3 | |
| Escort | | 3 | | | | |
| Examination Grader | | 2 | | | | |
| Furnace Attendant | 1 | | | | | |
| Gardener | | | | I | | |
| Guide | | I | | | | |
| Handy Man | | | | 2 | | |
| House Man | 1 | | | | | |
| Interpreter | | 2 | | | | |
| Investigator | 7 | 12 | | | | |
| Investment Adviser | | | | | I | |
| Journalist | | I | | | I | |
| Laboratory Assistant | 2 | | | | | |
| Lecturer | | - 3 | | | 1 | |
| Librarian | | I | | | | |
| Literary Assistant | 1 | | | 1 | | |

PART TIME PLACEMENT—MEN (CONTINUED)

| Classification | School Year Oct. 1–May 31 | | | Summer June 1–Sept. 30 | | |
|---|------------------------------|----------------|------------------|---------------------------|----------------|-----------------|
| | Steady | Tempo- rary | Service | Steady | Tempo- rary | Service |
| Lyric Writer | | I 20 | 30 | 1 | I | 12 |
| Mathematician | | 2 | | _ | | |
| Mechanic Messenger | 1 | 68 | 29 | I | 1 | 8 |
| Mimeograph Operator | 1 | I | 1 ₁₂₀ | | - ™ I | ¹ 56 |
| Model | | 17 | | | 8 | -30 |
| Motor Boat Operator Music Director | 1 1 | | | | | |
| Manual Training Teacher | 1 | | | | | |
| Office Boy | I | 4 | | | 3 | |
| Organist | 1 | | | | | |
| Page Part Time Teacher | 5 | 1 | | | 1 | |
| Physical Director | 7 | 3 | | 4 | | |
| Porter | 1 | 1 | 1 | | | |
| Proctor | 4 | 88 | | | 62 | |
| Reader | 2 | | | | I | |
| Real Estate Agent | 3 | 7 | | I | 1 | |
| Resident Tutor Companion Resident Companion | 5 | 1 | | 2 | | |
| Salesman | 29 | 16 | | 26 | 11 | |
| Sales Promotor | 2 | 1 | | | | |
| Scribe | | 1 | | | | |
| Secretary Settlement Worker | 3 | | | I | | |
| Soda Dispenser | 2 | | 1 | I | 1 | |
| Statistician | | 3 | | | 2 | |
| Stereopticon Operator | 7 | 11 | | | I | |
| Storeopticon operator | 1 | 1 1 | 1 | I | | |

¹ Through Cosmopolitan Club.

PART TIME PLACEMENTS—MEN (CONTINUED)

| Classification | School Year Oct. 1-May 31 | | | Summer June 1–Sept. 30 | | | |
|-------------------------------------|------------------------------|----------------|---------|---------------------------|----------------|---------|--|
| | Steady | Tempo- rary | Service | Steady | Tempo- rary | Service | |
| Straw Vote Counters | | 4 | | | | | |
| Sunday School Supt | 1 | | | | | | |
| Sunday School Teacher | I | | | | | | |
| Supervisor for College Entrance Ex- | | | | | | | |
| aminations | | | , | | ΙI | | |
| Switchboard Operator | | | | 3 | | | |
| Telephone Operator | 8 | 2 | | 3 | I | | |
| Ticket Taker | | I | 3 | 2 | | | |
| Traffic Counter | | 3 | | | 3 | | |
| Translator | 5 | 36 | | | 8 | | |
| Tutor | 46 | 105 | | 9 | 59 | | |
| Tutor Companion | 15 | 1 | | 3 | I | | |
| Typist | _ ~ | 23 | | I | 12 | | |
| Usher | | | 257 | | 24 | 22 | |
| Waiter | | 20 | | ³ 204 | | 11 | |
| Watcher at Polls | | 71 | | | | | |
| Watchmen | 2 | _ | | 16 | | | |
| Writer | | 1 | | | 1 | | |
| X-Ray Subject | | | | | 7 | | |
| Totals | 602 | 1137 | 445 | 408 | 291 | 109 | |
| Total—School Year | | | | | | | |
| Total—Steady Positions1010 | | | | | | | |
| Total—Temporary Positions1428 | | | | | | | |
| Total—Service Positions | 554 | ļ | | | | | |
| Grand Total | 2992 | 2 | | | | | |

² Filled through University Dining Halls 165.

Filled through University Dining Halls 203.

PART TIME PLACEMENTS WOMEN

OCTOBER 1, 1926—SEPTEMBER 30, 1927

| 0010221 -, -) | | | | <u> </u> | | |
|------------------------|------------------------------|----------------|---------|---------------------------|----------------|---------|
| Classification | School Year Oct. 1-May 31 | | | Summer June 1–Sept. 30 | | |
| | Steady | Tempo- rary | Service | Steady | Tempo- rary | Service |
| Accountant | | I | | | I | |
| Artist | I | 4 | | | | |
| Assistant Editor | | | | I | I | |
| Bookkeeper | | 5 | | | I | |
| Camp Councillor | | | | | 2 | * |
| Camp Secretary | | | | 2 | | |
| Canvasser | | | | 2 | | |
| Cashier | I | | | 2 | | |
| Clerk | | 16 | | I | | |
| File | I | | | | | |
| Office | 25 | 129 | | 6 | 56 | |
| Post Office | | | | I | | |
| Retail Store | 9 | 2 | | I | | |
| Companion | 4 | 11 | | 2 | 6 | |
| Companion-Tutor | | | | I | 2 | |
| Cook | I | 2 | | I | | |
| Copy Writer | | I | | | | |
| Correspondent | I | | | | | |
| Demonstrator | | 2 | | | 13 | |
| Dishwasher | | 3 | 1 | | | |
| Draftswoman | | | | | 1 | |
| Dressmaker | | 6 | | | 2 | |
| Editor | | | | | I | |
| Electioneers | | 13 | | | | |
| Entertainer | | 2 | | | 2 | |
| Governess | 1 | | | | | |
| Hostess | | | | 2 | | |
| Houseworker | I | | | | I | |
| Journalist | 3 | I | | | | |
| Librarian | | I | | I | | |
| Messenger | | 1 | | | | |
| Mimeograph Operator | | I | | | | |
| Miscellaneous | 481 | | | 201 | | |
| Model | 2 | I | | | | |
| Mother's Helper | 22 | 124 | I | 2 | 23 | |
| Occupational Therapist | | I | | | | |
| Organist | | I | | | | |
| Pianist | 2 | I | | | | |
| | | | | | | |

¹ Through International House 68.

PART TIME PLACEMENTS—WOMEN (CONTINUED)

| | | hool Y | | | Summer 1–Sep | | | | |
|-----------------------|----------------|----------------|---------|--------|-----------------|---------|--|--|--|
| Classification | Steady | Tempo- rary | Service | Steady | Tempo- rary | Service | | | |
| Play Reader | I | | | | | | | | |
| Proctor | | | | | 4 | | | | |
| Proof Reader | | | | | I | | | | |
| Psychologist | | 1 | | | | | | | |
| Publicity Worker | I | 1 | | | | | | | |
| Recreational Director | | | | I | | | | | |
| Reporter | 3 | 2 | | | | | | | |
| Research Worker | 6 | 3 | | 2 | | | | | |
| Resident Housekeeper | | | | I | | | | | |
| Resident Tutor | 6 | , | | | | | | | |
| Resident Companion | 2 | | | | | | | | |
| Saleswoman | 19 | 1 | | | I | | | | |
| Scorer | | | | | I | | | | |
| Seamstress | | I | | | | | | | |
| Secretary | 6 | 4 | | 3 | I | | | | |
| Settlement Worker | 6 | | | | | | | | |
| Statistician | 2 | 1 | | | | | | | |
| Stencil Cutter | | | | | 4 | | | | |
| Stenographer | 32 | 94 | | 15 | 48 | | | | |
| Stenographer-Reporter | | I | | | I | | | | |
| Switchboard Operator | I | | | 2 | | | | | |
| Teacher | 51 | | | | | | | | |
| Translator | | 5 | | | 3 | | | | |
| Tutor | 46 | 34 | | 11 | 26 | | | | |
| Tutor-Companion | I | | | | | | | | |
| Typist | 18 | 230 | | 9 | 107 | | | | |
| Usher | 2 | 12 | | | | | | | |
| Waitress | 5 ² | 6 | | 6 | 3 | | | | |
| Totals | 285 | 725 | 1 | 95 | 312 | 0 | | | |
| Total School Year | | | | | | | | | |
| Grand Total | 1418 | | | | | | | | |

² Through University Dining Halls 2.

REPORT OF THE REGISTRAR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1927 AND FOR THE SUMMER SESSION OF 1927

To the President of the University

SIR:

As Registrar of the University, I have the honor to submit the following report for the year ended June 30, 1927, and for the Summer Session of 1927.

During the year beginning July 1, 1926, there were enrolled at Columbia University 34,997 resident students as compared with 33,750 in the year preceding, and 16,783 in 1917–18. This student body is made up of three main divisions as follows:

| Undergraduate, Graduate and Pro- | Men | Women | Total |
|----------------------------------|--------|--------|--------|
| fessional Schools | 7,130 | 7,338 | 14,468 |
| University Extension | 5,796 | 4,320 | 10,116 |
| Summer Session, 1926 | 4,327 | 8,892 | 13,219 |
| | | | |
| Total | 17,253 | 20,550 | 37,803 |

The net total is arrived at after deducting 2,806 duplications within these groups, 2,643 of whom were Summer Session students who continued in the Winter or Spring Session following.

13,219 were enrolled in the Summer Session, 19,790 in the Winter Session, and 18,919 in the Spring Session. Thus the aggregate session-registrations numbered 51,928.

8,907 not included above received instruction as non-resident students in University Extension as follows: 6,258 in Home Study courses, 943 in Special courses and 1,706 in Extramural courses.

Of the students in the undergraduate, graduate and professional schools, 5,854 or 40.2 per cent were residents of Greater New York, and 622 or 4.3 per cent were from foreign countries. Every state of the Union was represented. One hundred or more came from each of 16 states, twenty-five or more from

each of 41 states, and ten or more from each of 45 states. The largest foreign representation was that from China with 147; Canada came second with 123, Japan third with 45, and Great Britain fourth with 36. The ratio of out-of-town students has increased from 56.6 per cent in 1917–18 to 59.8 in 1926–27.

As shown above, this year, for the first time in the history of the University, women outnumber the men in the undergraduate, graduate and professional schools. The sudden increase has been due in part to the larger numbers in the Graduate Schools and in Teachers College where about 750 more women were enrolled than in the year preceding. The establishment of the School of Library Service and the inclusion of Oral Hygiene within the group has added more than 150 others. The following chart shows the steady growth in the ratio of women in attendance over a period of twenty years:

| ity years. | | | Percent |
|------------|-------|-------|---------|
| Year | Men | Women | Women |
| 1907-08 | 2,930 | 1,412 | 32.5 |
| 1908-09 | 3,205 | 1,545 | 32.5 |
| 1909-10 | 3,297 | 1,820 | 35.6 |
| 1910-11 | 3,662 | 2,231 | 37.8 |
| 1911-12 | 3,763 | 2,310 | 38.o |
| 1912-13 | 4,072 | 2,453 | 37.6 |
| 1913-14 | 4,277 | 2,657 | 38.3 |
| 1914-15 | 4,466 | 2,868 | 39.1 |
| 1915–16 | 4,524 | 3,150 | 41.0 |
| 1916–17 | 4,682 | 3,412 | 42.2 |
| 1917–18 | 3,797 | 3,291 | 46.4 |
| 1918–19 | 3,523 | 3,280 | 48.2 |
| 1919–20 | 4,945 | 4,172 | 45.8 |
| 1920–21 | 5,316 | 4,445 | 45.4 |
| 1921-22 | 5,906 | 5,045 | 46.1 |
| 1922-23 | 6,006 | 5,572 | 48.1 |
| 1923-24 | 6,797 | 6,143 | 47.5 |
| 1924-25 | 7,049 | 6,343 | 47.4 |
| 1925–26 | 6,976 | 6,422 | 47.9 |
| 1926–27 | 7,130 | 7,338 | 50.7 |

During the academic year, 4,256 received degrees and diplomas in course, 4,088 completing courses leading to a degree as compared with 1,984 ten years ago. This year, for

the first time, diplomas have been engrossed in this office. Miss Mary Marsh, resident engrosser, has been engaged to do this work. Under such an arrangement it no longer becomes necessary to send diplomas away for engrossing.

Within the Corporation, exclusive of the Schools of Medicine and Dental and Oral Surgery, 3,290 courses were conducted with aggregate attendance of 110,105 as compared with 102,978 in the year preceding. The following shows the number of courses and the aggregate attendance by divisions:

| Division | Aggregate No. of Courses Attendance |
|----------------------------------|-------------------------------------|
| Graduate, Undergraduate and Pro- | • |
| fessional Schools | 1,356 43,407 |
| University Extension | 1,009 33,724 |
| Summer Session | 925 32,974 |
| | |
| Total | 3,290 110,105 |

University Extension gave instruction to 22,660 students, resident and non-resident. These are classified as follows:

| Resident Students: | | | | | | | | |
|------------------------|--|--|--|--|---|--|--|--------|
| Matriculated | | | | | | | | 3,637 |
| Non-matriculated . | | | | | | | | 10,116 |
| Non-resident Students: | | | | | | | | |
| Extramural | | | | | | | | 1,706 |
| Special | | | | | | | | 943 |
| Home Study Students . | | | | | | | | 6,258 |
| | | | | | | | | |
| Total | | | | | ٠ | | | 22,660 |

Non-matriculated resident students in University Extension may be considered as falling into two distinct groups. A recent study of the records has disclosed the fact that about 25 per cent were registered for three or more courses within an academic session. At that ratio it is estimated that about 2,500 students there are taking programs averaging more than twenty points a year as compared with the thirty point normal program of a full-time undergraduate. It is believed that practically all of these are pursuing programs which lead to a definite end, following a plan of study which has continuity,

and intending to meet certain stated requirements. The remaining 75 per cent are those who come and go, taking courses for one, two or three sessions without any definite and far-reaching plan. Some of these may be taking single courses, like Insurance, Law, Banking or Accounting, in order to meet certain practical needs in specialized lines of work. Others take courses here and there in Philosophy History, Psychology or Literature for general cultural purposes.

Under our present system, the records of both these groups are kept together without distinction, placed on separate cards for each session. A student in residence for three academic years would have six different cards on file. inspection of a pre-medical record, for example, all the cards would have to be spread out before one. In making transcripts one would have to copy from several different cards. The mechanical difficulties of such a system are apparent. Besides, the educational advisers are often hampered by the multiplicity of units which have to be handled. To remedy this situation it is suggested that we classify those in University Extension who are pursuing a definite program for admission to professional schools or leading to a certificate of proficiency. Their records could then be unified and maintained similar in form to those used for regular undergraduates. It is believed that the adoption of such a plan would facilitate inspection or transcription of records and provide better means for guidance in University work for a large and important group.

In the eleven buildings on the main campus, space is available for classroom purposes with aggregate seating capacity of 8,640. A list of all the classrooms, 140 in number, appears below with the capacity of each as indicated. A number of laboratories, seminars and departmental rooms used exclusively for specific purposes are not included. The list, however, includes certain rooms with special equipment, reserved in whole or in part for classes in Physics, Accounting, Typewriting, etc., and seminars partly available for classes. Such rooms are indicated by an asterisk (*).

LIST OF CLASSROOMS

| Room | Seating | Room | Seating | Room | Seating |
|-------------------|-------------|--------------------|----------|---------------------|------------|
| Number | Capacity | Number | Capacity | Number | Capacit |
| Avery (Total) | 157 | Hamilton (continue | | Journalism (continu | |
| 407 | 51 | 203 | 59 | 612 | 105 |
| 408 | 78 | 213 | 57 | 701* | 72 |
| 409* | 28 | 214 | 59 | 713 | 85 |
| Desiron (Total) | * 20* | 303 | 40 | Kent (Total) | 9 - 2 |
| Business (Total) | 1,391 | 307 | 40 | 502 | 813 216 |
| 309 | 49 | 309 402 | 40 40 | 411 | 306 |
| 310 312* | 18 | 406 | 40 | 515 | 149 |
| 403 | 56 | 408 | 40 | 615 | 63 |
| 405 | 35 | 501 | 29 | 616 | 79 |
| 409 | 35 28 | 502 | 95 | 010 | 13 |
| 411* | 12 | 503 | 63 | Philosophy (Total) | 366 |
| 412 | 28 | 507 | 40 | 302 | 35 |
| 413 | 35 | 509 | 40 | 307 | 104 |
| 415 | 49 | 511 | 40 | 308 | 28 |
| 417 | 72 | 516 | 63 | 606* | 30 |
| 418* | 35 | 517 | 79 | 610 | 69 |
| 501* | 39 | 518 | 29 | 706 | 28 |
| 502* | 25 | 601 | 29 | 404* | 30 |
| 503* | 25 28 | 602 | 95 | 508 | 42 |
| 504 | | 603 | 63 | | |
| 505 | 35 | 607 | 46 | Physics (Total) | 1,35 |
| 507 | 41 | 609 | 40 | 207 | 28 |
| 509 | 42 | 613 | 40 | 208 | 120 |
| 511* | 14 | 616 | 47 | 213 | 51 |
| 513* | 34 | 617 | 78 | 214 | 50 |
| 602* | 26 | 702 | 94 | 224 | 3.5 |
| 608* | 28 | 703 | 63 | 228 | 4 |
| 611 | 41 | 707 | 40 61 | 231 | 53 |
| 613 614 | 42 30 | 716 717 | 78 | 232 301* | 5. 28. |
| 615 | 34 | 717 | 70 | 313 | 20, |
| 620* | 35 | Havemeyer (Total) | 691 | 325 | 30 |
| 621* | 35 | 307 | 56 | 329* | 179 |
| 706* | 18 | 309 | 329 | 412 | 2 |
| 708 | 20 | 311 | 48 | 424 | 30 |
| 710 | 100 | 354 | 44 | 428* | 179 |
| 711 | 100 | 358 | 48 | 831 | 2 |
| · · | | 362 | 48 | 1312 | 3 |
| Engineering (Tota | | 413 | 54 | 1418* | 4' |
| 302 | 40 | 511 | 64 | 431* | 1. |
| 511 | 60 | | | 528* | 20 |
| 608 | 76 | Journalism (Total) | 842 | 532* | 21 |
| 402 601* | 93 80 | 503 | 64 | | |
| 001. | 80 | 507 | 48 | Schermerhorn (Tota | al) 55 |
| Fayerweather (To | tal) 366 | 511 | 76 | 305 | 21 |
| 301 | 162 | 512 | 60 | 401 | 6 |
| 302 | 84 | 601 | 143 | 505 | 6 |
| 401 | 72 | 603 | 42 | 507 | 5 |
| 410 | 48 | 605 | 42 | 619* | 7 |
| Hamilton (Total) | | 609* | 45 | 701* 106* | 1 |
| Hamilton (Total) | 1,754 87 | 611 | 25 35 | 104* | 30 |
| 202 | 01 | 011 | 33 | 104 | 3 |

Nearly 3,000 classes or sections are accommodated in these classrooms during the Winter and Spring Sessions alone. With the Summer Session the number would be about 3,500. Record of room assignments has been kept most painstakingly under the direct supervision of Mr. Fox, Assistant Registrar.

The year has been one of intense activity for the entire staff. The Department of Records in the Graduate and Pro-

fessional Schools has taken on two new groups, Library Service and Optometry. The Graduate records, ordinarily kept on separate registration cards, have been transferred to single sheets under a loose-leaf system to facilitate checking, inspection or certification. In the face of the recent rapid growth of the Graduate Schools, it is fortunate that provision has been made for additional assistance for that department for the coming year. The Undergraduate records, which are the most active in the office, have made the College desk one of the busiest spots in the office. It is reported that during the year about thirty thousand inquiries, directed at the Information desk, have been promptly answered either by telephone or otherwise.

It is gratifying to note that with the loyal coöperation of each member of the staff, the work of the year has been carried on smoothly and successfully. The following were on the staff during the fiscal year:

Baines, Nancy D. Barbe, Marguerite [resigned] Bell, Ina [resigned] Brick, Violet Caldwell, Margaret Currier, Annie F. Doherty, Mae [resigned] Dunham, Mildred C. Finan, Gertrude Ford, Dr. Charles M., Assistant to the Registrar at the School of Dental and Oral Surgery Gaffney, Richard [resigned] Grof, Jessie Haas, John R., Evening Clerk Holden, Helen R. [resigned]

Hunt, Eleanor [resigned] Jacobus, Elizabeth Kempton, Iva King, Alice A. [resigned] Leonard, Florence Lindsay, Gladys M. Marsh, Mary, [Engrosser] Muldoon, Elizabeth Patmore, Howard [resigned] Patterson, Elizabeth B. Pratt. Effie Ramppen, Frank [resigned] Scully, Margaret Scully, Madeline Winspear, Mabel Wylie, Martha M. Young, Beatrice

The usual statistical material as to enrollment, classification, graduation, etc., is presented in the tables which follow.

TABLE I

REGISTRATION AT COLUMBIA UNIVERSITY IN ALL FACULTIES, DURING THE ACADEMIC YEAR, 1926-27

I. Resident Students

| FACULTIES | First Year | Second Year | Third Year | Fourth Year | Non-Candidates | Graduate | Total | New Students | Percentage of New Students |
|--|-----------------------|-----------------------|-------------------|-----------------------|----------------|----------------------|-------------------------------|----------------------------|-------------------------------|
| Undergraduate Students: Columbia College¹ Barnard College University Undergraduates. Total Undergraduates. Graduate and Professional Students: | 686 313 | 517 245 762 | 430 258 688 | 357 173 530 | 33 96 | | 2,023 1,085 74 3,182 | 616 399 26 1,041 | 30.4 36.8 35.1 32.7 |
| Graduate Faculties ² Law Medicine Mines, Engineering and | 303 | 227 97 | 198 | 96 | 12 8 | 2,724 8 3 | 2,724 748 415 | 1,350 320 121 | 49.6 42.8 29.2 |
| ChemistryArchitectureJournalism.Business.School of Dental and Oral | 62 131 | 40 49 85 | 35 | | 14 2 44 | 43 1 25 125 | 184 100 138 385 | 68 40 94 229 | 37.0 40.0 68.1 59.5 |
| Surgery Dentistry Oral Hygiene Library Service Optometry Teachers College [§] : | 35 72 112 37 | | | 107 | | | 198 72 112 60 | 36 72 112 31 | 18.2 100. 100. 51.7 |
| Education Practical Arts. Pharmacy Unclassified | 419 | 1 | 1 | 729 770 8 | 532 | | | 1,496 911 421 122 | 44.0 47.2 48.7 74.4 |
| Total Graduate and Professional Students. Deduct Duplicates ⁴ | 1,334 | | | 1,710 | | 5,652 | 11,497 211 14,468 | 5,423 | 47.2 |
| University Extension At the University Total Deduct Duplicates Net Total Winter and Spring | | | | | | | 10,116 24,584 163 | | 61.5 |
| Sessions Summer Session 1926 Total Deduct Duplicates (See Ta- | | | | | | | 24,421 13,219 37,640 | 6,827 | 51.7 |
| ble IV) | | | | | | | 2,643 34,997 | | |
| II. Non-Resident Students in Home Study course III. Other Non-Resident Students in Extramural cour | es (give Studen | n with | out ac | ademic ity Ext | ension | | 6,258 | | |
| credit)Students in Extramular cour Students in Special courses (gi | ven w | thout | acader | nic cre | dit) | | 1,706 943 | | |

¹ The registration by years in Columbia College is according to the technical classification, based on the amount of credit earned.

² The total 2,724 does not include 12 college graduates: in Law (9), Medicine (1), Mines, Engineering and Chemistry (2), who are also candidates for the degree of A.M. or Ph.D. It likewise does not include 703 candidates for a higher degree enrolled in the Summer Session only. Session only.

Does not include 2,082 candidates for a higher degree enrolled in the Summer Session only.

only.

4 130 College Seniors exercising a professional option are included in both the Columbia College total and those of the respective professional schools, distributed as follows: Architecture I, Business 2, Dentistry 1, Law 68, Mines, Engineering and Chemistry 34, Medicine 22, Journalism 2. The 211 duplicates also include 81 who transferred at the mid-year from one school of the University to another.

There are also 13 College Seniors not shown above who were exercising the professional option in Medical Schools elsewhere, distributed as follows: Bellevue I, Cornell 2, Long Island College Hospital 10.

TABLE II REGISTRATION BY SESSIONS, 1926-27 Resident Students

| | | - | | |
|---|---------------------------|-------------------|-------------------|-----------------|
| FACULTIES | 1926 Summer Session | Winter Session | Spring Session | Gross Totals |
| Undergraduate Students: | | | | |
| Columbia College | 308 | 1,750 | 1,735 | 3,793 |
| Barnard College | 98 | 1,030 | 1,003 | 2,131 |
| University Undergraduates | 12 | 52 | 59 | 123 |
| Graduate and Professional Students: | | | | |
| Graduate Faculties | 1,189 | 2,228 | 2,199 | 5,616 |
| School of Law | 157 | 740 | 659 | 1,556 |
| School of Medicine | 5 | 410 | 418 | 833 |
| Schools of Mines, Engineering and Chemistry School of Architecture | 10 20 | 173 92 | 172 86 | 355 198 |
| School of Journalism | 6 | 130 | 132 | 268 |
| School of Business | 52 | 339 | 311 | 702 |
| School of Dental and Oral Surgery | 3- | 339 | 5 | , |
| Dentistry | I | 198 | 195 | 394 |
| Oral Hygiene | | 72 | 68 | 140 |
| School of Optometry | | 57 | 52 | 109 |
| School of Library Service | | 105 | 104 | 209 |
| Teachers College School of Education | 4,096 | 4,204 | 4,231 | 12,531 |
| College of Pharmacy | 2 | 864 | 864 | 1,730 |
| Unclassified University Students | 7,263 | 132 | 125 | 7,520 |
| University Extension | | 7,214 | 6,506 | 13,720 |
| Gross Totals | 13,219 | 19,790 | 18,919 | 51,928 |
| Duplicate Registrations | | | | 16,931 |
| Net Total for the Year | | | | 34,997 |

TABLE III PROPORTION OF MEN AND WOMEN FOR THE PAST TEN YEARS, EXCLUSIVE OF THE SUMMER SESSION AND UNIVERSITY EXTENSION

| Year | Men | Per Cent | Women | Per Cent | Total |
|-----------|-------|----------|-------|----------|--------|
| 1917–1918 | 3,797 | 53.57 | 3,291 | 46.43 | 7,088 |
| 1918–1919 | 3,523 | 51.79 | 3,280 | 48.21 | 6,803 |
| 1919-1920 | 4,945 | 54.24 | 4,172 | 45.76 | 9,117 |
| 1920-1921 | 5,316 | 54.57 | 4,425 | 45.43 | 9,741 |
| 1921-1922 | 5,906 | 53.93 | 5,045 | 46.07 | 10,951 |
| 1922-1923 | 6,006 | 51.87 | 5,572 | 48.13 | 11,578 |
| 1923-1924 | 6,797 | 52.53 | 6,143 | 47.47 | 12,940 |
| 1924-1925 | 7,049 | 52.64 | 6,343 | 47.36 | 13,392 |
| 1925-1926 | 6,976 | 52.07 | 6,422 | 47.93 | 13,398 |
| 1926-1927 | 7,130 | 49.28 | 7,338 | 50.72 | 14,468 |

TABLE IV

DUPLICATE REGISTRATIONS BETWEEN THE SUMMER SESSION OF 1926 AND THE ACADEMIC YEAR 1926-27

A. Students of the Summer Session Who Returned in the Winter or Spring Sessions of 1926-27

| SCHOOL OR FACULTY TO WHICH THEY RETURNED | Men | Women | Total |
|--|-------|-------|-------|
| Architecture | 21 | 2 | 23 |
| Barnard College | | 98 | 98 |
| School of Business | 43 | 1.3 | 56 |
| Columbia College | 261 | | 261 |
| School of Dental and Oral Surgery | 6 | | 6 |
| ophy and Pure Science) | 214 | 272 | 486 |
| Journalism | 3 | 5 | 8 |
| Law | 128 | | 128 |
| School of Library Service | | 2 | 2 |
| Medical School | 19 | 3 | 22 |
| Schools of Mines, Engineering and Chemistry. | 51 | | 51 |
| OptometryTeachers College: | 3 | | 3 |
| Education | 208 | 474 | 682 |
| School of Practical Arts | 21 | 294 | 315 |
| College of Pharmacy | 2 | | 2 |
| University Undergraduates | 11 | 4 | 15 |
| University Extension | 267 | 218 | 485 |
| Total | 1,258 | 1,385 | 2,643 |

B. Matriculated Graduate Students of the Summer Session of 1926, Who Did or Who Did Not Return in the Spring or Winter Sessions of 1926-27

| FACULTIES | Returned | Did Not Return | Total |
|---|------------|-------------------|----------------|
| Political Science, Philosophy and Pure Science. Education and Practical Arts | 486 350 | 703 2,082 | 1,189 2,432 |
| Total. | 836 | 2,785 | 3,621 |

TABLE V

CLASSIFICATION OF STUDENTS IN THE SCHOOLS OF MINES,
ENGINEERING AND CHEMISTRY

| DEPARTMENTS | First Year | Second Year | Third Year | Non- Candi- dates | Post- Gradu- ates | Total |
|--|------------------------------|----------------------------|----------------------------|-------------------------|-------------------------|---------------------------|
| Chemical Engineering Civil Engineering Electrical Engineering Industrial Engineering Mechanical Engineering Metallurgy | 12 12 15 8 4 | 12 6 6 8 2 | 7 1 16 6 2 | 2 2 4 1 1 | 11 8 24 | 33 21 52 9 47 |
| Mining Engineering | 52 | 40 | 35 | 14 | 43 | 184 |

Total 184 includes 34 College Seniors exercising a professional option in Mines, Enginering and Chemistry as follows: 6 Chem E.; 8 C. E.; 10 E. E.; 3 Ind. E.; 6 M. E.; 1 E. M. Note: Included in above table are 22 who received B.S. degree.

TABLE VI

CLASSIFICATION OF CANDIDATES FOR THE DEGREES OF MASTER OF ARTS

MASTER OF LAWS, MASTER OF SCIENCE, DOCTOR OF PHILOSOPHY

AND DOCTOR OF LAW

A. By Primary Registration

| | 1926-27 | 1925-26 |
|---|---------|---------|
| Political Science, Philosophy and Pure Science* | 2,724 | 2,270 |
| Architecture (M.S.) | I | r |
| Business (M.S.) | 110 | 100 |
| Business (Ph.D.) | 15 | 15 |
| Education and Practical Arts | 2,723 | 2,471 |
| Journalism (M.S.) | 25 | 31 |
| Law (A.M.) | 9 | 10 |
| Law (LL.M.) | 2 | 1 |
| Law (Jur.D.) | 6 | 6 |
| Medicine (A.M.) | I | 3 |
| Medicine (M.S.) | 3 | |
| Mines, Engineering and Chemistry (A.M.) | 2 | |
| Mines, Engineering and Chemistry (M.S.) | 43 | 47 |
| Botanical Garden | | 3 |
| Summer Session | 2,785 | 2,615 |
| Total | 8,449 | 7,573 |

^{*} Includes 100 officers of the University in 1926-27 and 102 in 1925-26.

B. By Faculties, including the Summer Session

| | 1926-27 | 1925-26 |
|--|---------|---------|
| Political Science, Philosophy and Pure Science | 3,427 | 2,810* |
| Professional Schools) | 12 | 13 |
| Architecture (M.S.) | I | I |
| Business (M.S.) | 110 | 100 |
| Business (Ph.D.) | 15 | 15 |
| Education and Practical Arts | 4,805 | 4,549 |
| Journalism (M.S.) | 25 | 31 |
| Law (LL.M) | 2 | I |
| Law (Jur.D.) | 6 | 6 |
| Medicine (M.S.) | 3 | |
| Mines, Engineering and Chemistry (M.S.) | 43 | 47 |
| Total | 8,449 | 7,573 |

^{*} Includes 3 students of the N. Y. Botanical Garden.

C. By Faculties, omitting Summer Session and Students registered primarily for a degree in the Faculties of Architecture, Business, Journalism, Law, Medicine, Mines, Engineering and Chemistry

| | 1926-27 | 1925-26 |
|---|----------------|-----------------|
| Political Science, Philosophy and Pure Science. Education and Practical Arts. | 2,724 2,723 | 2,270 2,47 I |
| Total | 5,447 | 4,741 |

TABLE VII

SUBJECTS OF MAJOR INTEREST OF STUDENTS REGISTERED FOR THE HIGHER DEGREES (EXCLUSIVE OF THE SUMMER SESSION)

| Subjects | Political Science Philosophy and Pure Science | Architecture | Business | Journalism | Law | Mines, Engineering and Chemistry | Medicine | Education and Practical Arts | Total |
|--------------------------------------|---|--------------|----------|------------|-----|--|----------|---------------------------------|-----------|
| Anatomy | 2 | | | | | | | | 2 |
| Anthropology | 22 | | 1 | | 1 | 1 | | | 22 |
| Architecture | 2 | I | | | | | | | 3 |
| Bacteriology | 13 | | | | | | | | 13 |
| Biological Chemistry | 16 | | | | | | | | 16 |
| Botany | 40 | | | | | | | | - 40 |
| Business Civil Engineering | I | | 125 | | | | | | 126 |
| Chemical Engineering | 2 | | | | 1 | | | | 2 |
| Chemistry | 19 | | | | | | | | 19 |
| Chinese | 4 | | | | | | | | 198 |
| Classical Philology: | 4 | | | | | | | | 4 |
| Greek | 11 | | l | | 1 | 1 | | | 11 |
| Latin | 95 | | | | | | | | 95 |
| Economics Education and Practical | 210 | | | | | | | | 210 |
| Education and Practical | | 1 | | | | 1 | | | |
| Arts Electrical Engineering . | | | | | | | | 2,723 | 2,723 |
| English and Compara- | 4 | | | | | 11 | | | 15 |
| tive Literature | 600 | | | | | | | | |
| Fine Arts | 603 | | | | | | | | 603 |
| Geology | 17 50 | | | | | | | | 17 50 |
| Germanic Languages | 31 | | | | | | | | 31 |
| History | 355 | | | ::::: | | | | | 355 |
| Indo-Iranian | 3 | | | | | | | | 3 |
| Industrial Engineering. | 2 | | | | | 8 | | | 10 |
| Journalism | | | | 25 | | | | | 25 |
| Law Mathematics | | | | | 8 | | | | 8 |
| Mechanical Engineering | 87 | | | | | | | | 87 |
| Medicine | • • • • • • | | | | | 24 | | | 24 |
| Metallurgy | | | | | | | 3 | | 3 |
| Mining | 4 | | | | | | | | 4 |
| Music | 11 | | | | | | | | 11 |
| Pathology | 1 | | | | | | | | I |
| Philosophy (including) | _ | | | | | | | | |
| Ethics) | 105 | | | | | | | | 105 |
| Physics | 93 | | | | | | | | 93 |
| Physiology | 18 | | | | | | | | 18 |
| Public Law and Compa- | 182 | | | | | | | | 182 |
| rative Jurisprudence | 00 | | | | | | | | -00 |
| Romance Languages | 99 201 | | | | | | | | 99 201 |
| Semitic Languages | 13 | | | | | | | | 13 |
| Slavonic Languages | 2 | | | | | | | | 2 |
| Social Science | 143 | | | | | | | | 143 |
| Zoology | 76 | | | | | | | | 76 |
| | | | | | | | | | |
| Total | 2,736* | I | 125 | 25 | 8 | 43 | 3 | 2,723 | 5,664 |
| | | | | | | | | | |

^{*} Includes 12 not primarily registered under the Graduate Faculties: 9 in the School of Law, 1 in the School of Medicine and 2 in the Schools of Mines, Engineering and Chemistry.

TABLE VII (Continued)

SUMMARY BY DIVISIONS

| Ancient and Oriental | | | | | 1 | | | | |
|------------------------|--------|---|-----|----|-----|----|-----------|-------------------|--------|
| Languages | 126 | | | | | | | | 126 |
| Architecture | 2 | 1 | | | | | | | 3 |
| Biology | 166 | | | | | | | | 166 |
| Business | I | | 125 | 1 | | | | | 126 |
| Chemistry | 198 | | | | | | | | 198 |
| Education and Practi- | | | | | | | | | |
| cal Arts | | | | | | | | 2,723 | 2,723 |
| Engineering | 27 | | | | | 43 | | | 70 |
| Fine Arts | 17 | | | | | | | | 17 |
| Geology and Mineral- | | | | | | | | | |
| ogy | | | | | | | | | 50 |
| History, Economics and | | | | 1 | 1 | | | | |
| Public Law | | | | | | | | | 807 |
| Journalism | | | | | | | | | 25 |
| Law. | | | | | 8 | | • • • • • | | 8 |
| Mathematics and Physi- | | 1 | | | 1 | | | | -0- |
| cal Science | 180 | | | | | | | | 180 |
| Medicine | | | | | | | | | 3 5 |
| Mining and Metallurgy | | | | | | | | | 5 |
| Modern Languages and | | 1 | | | | ļ | | | 820 |
| Literatures | 837 | | | | | | | | 837 |
| Music | II | | | | | | | | 11 |
| Philosophy, Psychology | | | | | | | | | 200 |
| and Anthropology. | 309 | | | | | | •••• | • • • • • • • • • | 309 |
| Total | 0.726* | 7 | 125 | 25 | 8 | 43 | | 2,723 | 5,664 |
| 10,44 | 2,730 | 1 | 123 | 25 | l ° | 43 | 3 | 2,723 | 3,004 |

^{*}Includes 12 not primarily registered under the Graduate Faculties: 9 in the School of Law, 1 in the School of Medicine and 2 in the Schools of Mines, Engineering and Chemistry.

TABLE VIII

RESIDENCE OF STUDENTS

| | | | | | _ | | | | | | | | | | | | | |
|--|---|---|-------------------------------------|---|-----------------------|---|--|-----------|--------------|---|------------------------------|---|----------------|---|--|---|-----------------------|---|
| 1926-27 | College | Law | Medicine | Mines, Engineering and Chemistry | Architecture | Journalism | Business | Dentistry | Oral Hygiene | Graduate Faculties | University Undergraduates | School of Library Service | Optometry | Barnard College | Education and Practical Arts | Pharmacy | Unclassified Students | Total |
| United States North Atlantic Division (75-40 per cent) Connecticut. Maine Massachusetts. New Hampshire. New Jersey. New York. Pennsylvania. Rhode Island. Vermont. | 46 | 15 5 1 93 548 | 8 3 11 2 59 269 8 | 3 1 2 6 100 2 | I I I I 3 | 5 8 51 | 218 9 6 5 2 21 146 19 10 | 21 176 | 22 | 29 26 66 8 226 1,504 | I I II 48 | 52 3 5 1 6 32 3 1 1 | 3 I | 937 30 2 23 117 737 26 2 | 3,394 194 65 160 33 731 1,864 290 21 | 854 16 1 5 1 81 744 5 1 | 2 I | 10,970 383 110 310 53 1,652 7.837 517 48 60 |
| New York City (40.24 per cent) | | | | 65 | 43 | 32 | 116 | 166 | 25 | 1,259 | 43 | 15 | 45 | 559 | 1,063 | 637 | 66 | 5,854 |
| South Atlantic Division (4.06 per cent) Delaware. District of Columbia. Florida. Georgia. Maryland. North Carolina. South Carolina. Virginia. West Virginia. | 39 1 4 9 6 6 2 2 6 3 | 1 2 1 5 2 4 · · · · | 33 22 | 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | I I I | 3 3 4 | 1 1 3 5 3 2 2 2 | | | 128 1 15 15 22 7 18 14 22 14 | I | | I | 39 6 7 5 3 4 1 9 | 278 10 16 19 27 45 51 28 55 27 | 2 | 2 2 2 8 I | 591 16 48 62 80 75 99 53 103 |
| South Central Division (3.37 per cent) Alabama Arkansas Kentucky Louisiana Mississippi Oklahoma Tennessee Texas | 20 3 2 1 1 2 2 5 4 | 2 I 4 | 1 | 2 2 2 2 3 3 3 3 3 3 3 | 1 2 | I I 2 | 4 4 2 | | | 123 13 8 17 9 9 8 13 46 | 2 | I | | 30 2 1 4 2 4 2 4 11 | 33 11 36 10 20 22 | I | 3 | 490 63 25 70 31 37 40 60 |
| North Central Division (9.38 per cent). Illinois. Indiana Iowa. Kansas. Michigan Minnesota Missouri. Nebraska North Dakota Ohio. South Dakota Wisconsin. | 2 2 3 3 1 1 1 1 2 2 | 2 2 1 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 | | 1 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | 1 2 | 2 3 3 1 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | 5 4 3 2 5 4 7 | | I | 31 28 41 11 27 16 29 | 22 | 1 5 1 1 4 2 | | 41 9 4 2 7 2 4 | 72 62 57 116 65 101 33 162 162 | 3 | 2 2 1 | 1,365 155 125 122 79 172 93 142 49 28 275 20 |

TABLE VIII—(Continued)

| 1926-27 | College | Law | Medicine | Mines, Engineering and Chemistry | Architecture | Journalism | Business | Dentistry | Oral Hygiene | Graduate Faculties | University Undergraduates | School of Library Service | Optometry | Barnard College | Education and Practical Arts | Pharmacy | Unclassified Students | Total |
|---|---------|------------|------------------|-------------------------------------|--------------|---------------------------|------------------------------------|-----------|--------------|--|------------------------------|-------------------------------|-----------|---|---|----------|-------------------------|--|
| estern Division (3.13 per cent) Arizona California Colorado Idaho Montana Nevada New Mexico Oregon Utah Washington Wyoming | i | 7 I | 11 3 1 | 1 3 | | 5 3 1 1 1 | 6 1 3 1 2 2 | | | 2 39 6 6 4 2 12 8 12 | | 2 2 2 2 I | : : | 3 1 · · · · · · · · · · · · · · · · · · | 243 4 106 30 9 18 1 5 14 10 39 7 | | I | 456 10 189 48 21 28 5 9 43 30 64 |
| sular and Non-contig- uous Territories (0.39 per cent) Alaska Canal Zone Hawaiian Islands Philippine Islands Porto Rico Total | i | I | I | I | | | 7 | | | 5 2 4 | | | | 6 I 5 | 10 10 | 862 | | 55 I 2 7 20 25 |
| REIGN COUNTRIES Argentina Armenia Australia Austria Belgium Bermuda Bolivia Brazil Bulgaria Central America Chile China Colombia Cuba Czechoslovakia Denmark Ecuador Esthonia | 55 | I I I | I | I I | | I | 2 1 2 2 2 1 | | | 2 I I I | I | 4 | | 6 | 4 2 3 89 3 | 2 | 3 1 7 | 1 7 5 7 3 1 4 123 1 1 7 6 6 2 |

TABLE VIII—(Continued)

| 1926-27 | College | Law | Medicine | Mines, Engineering and Chemistry | Architecture | Journalism | Business | Dentistry | Oral Hygiene | Graduate Faculties | University Undergraduates | School of Library Service | Optometry | Barnard College | Education and Practical Arts | Pharmacy | Unclassified Students | Total |
|--|---------|------|----------|--|--------------|------------|---|-----------|--------------|--------------------|------------------------------|---|-----------|-----------------|--|----------|-----------------------|---|
| Finland France Germany Great Britain Greece Haiti Holland Hungary India Irac Ireland Italy Japan Jugoslavia Korea Latvia Liberia Lithuania Mexico Newfoundland Norway Nova Scotia Palestine Panama Persia Peru Poland Rumania Russia South Africa Spain Sweden Switzerland Syria Turkey Venezuela West Africa West Indies Total (Foreign Countries) | I | 2 | 3 | 22 II I | I | 1 | 8 I I I I I I I I I I I I I I I I I I I | | 0 | 44 77 55 1 1 | I I | 5 | I | 20 20 | 3 3 9 9 22 1 1 1 1 1 1 1 2 2 2 1 1 1 1 1 1 | | 11 1 1 1 1 2 2 2 | 3 20 27 36 4 1 1 4 4 4 4 4 5 1 1 1 5 1 1 1 1 1 1 1 |
| (4.27 per cent) | 1,8931 | | | | | | | | | 2,724 | ĺ | | | | | | | 14,549 |
| | 1093 | / 40 | 713 | 104 | | 255 | 505 | 33 | / ~ | 21724 | /4 | 112 | | 2,003 | 3,333 | 304 | - 04 | |
| Duplicates ² | | | | | | | | | • • | | | | • • | • • • • • | | • • • | • • • • | 81 |
| Grand Total (Net) | | | • • • | | | | | | • • | | | | | • • • • • | | , | • • • | 14,468 |

¹ Exclusive of Seniors in Columbia College exercising the professional option, included elsewhere in this table.
² Transfers at mid-year.

TABLE VIIIA

| | 1917-18 | 1918–19 | 1919-20 | 1920-21 | 1921-22 | 1922-23 | 1923-24 | 1924-25 | 1925-26 | 1926-27 |
|--------------------------|---|---|---|---|---|---|---|---|---|---|
| North Atlantic Division | 77.38 3.61 2.13 8.97 3.19 0.31 4.41 | 77.30 3.54 2.78 8.47 2.35 0.28 5.28 | 72.84 4.62 3.65 9.92 3.26 0.53 5.18 | 73.18 4.63 3.95 9.47 3.36 0.66 4.75 | 74.93 3.65 3.23 9.63 3.04 0.47 5.05 | 75.17 4.07 3.18 9.70 2.99 0.50 4.38 | 76.08 4.13 3.16 9.22 2.65 0.42 4.34 | 75.45 3.88 3.24 9.27 2.84 0.35 4.97 | 76.82 3.88 3.29 8.76 2.67 0.35 4.23 | 75.40 4.06 3.37 9.38 3.13 0.39 4.27 |
| New York CityOut of town | 43.38 56.62 | 46.26 53.74 | 40.22 59.78 | 41.76 58.24 | 40.40 59.60 | 41.06 | 40.79 59.21 | 37.74 62.26 | 40.25 59. 7 5 | 40.24 59.76 |

TABLE IX DEGREES AND DIPLOMAS GRANTED, 1926-27

| A. Degrees conferred in course: Bachelor of Architecture. Bachelor of Arts. Bachelor of Arts. Bachelor of Laws. Bachelor of Science (Business). Bachelor of Science (Business). Bachelor of Science (Dentistry). Bachelor of Science (Dibrary Service). Bachelor of Science (Optometry). Bachelor of Science (Pharmacy). Bachelor of Science (Practical Arts and Education). Bachelor of Science (Schools of Mines, Engineering and Chemistry). Bachelor of Science (University Course). Chemical Engineer. Electrical Engineer. Electrical Engineer. Metallurgical Engineer. Metallurgical Engineer. Metallurgical Engineer. Doctor of Dental Surgery. Doctor of Medicine. Doctor of Philosophy. Master of Arts (Political Science, Philosophy and Pure Science). Master of Arts (Education and Practical Arts). Master of Laws. Master of Science (Applied Science). Master of Science (Business). Master of Science (Journalism). Master of Science (Journalism). Master of Science (Homist Total. Deduct Duplicates! | 19 357 174 23 67 15 12 1 4 36 22 16 5 5 13 1 101 84 129 268 446 1 38 | 249 17 13 63 1 582 2 2 2 39 290 913 | 19 606 174 40 80 15 75 75 618 22 18 5 13 1 1 106 96 168 1,359 168 1,359 1 |
|--|--|--|--|
| Bachelor of Arts. Bachelor of Laws. Bachelor of Literature Bachelor of Science (Business). Bachelor of Science (Business). Bachelor of Science (Contistry). Bachelor of Science (Contistry). Bachelor of Science (Optometry) Bachelor of Science (Pharmacy). Bachelor of Science (Practical Arts and Education). Bachelor of Science (Practical Arts and Education). Bachelor of Science (Cothools of Mines, Engineering and Chemistry). Bachelor of Science (University Course). Chemical Engineer. Electrical Engineer. Engineer of Mines. Mechanical Engineer Metallurgical Engineer Doctor of Pointal Surgery. Doctor of Medicine. Doctor of Philosophy. Master of Arts (Political Science, Philosophy and Pure Science). Master of Arts (Education and Practical Arts). Master of Laws. Master of Science (Business). Master of Science (Business). Master of Science (Practical Arts). Pharmaceutical Chemist. | 357 174 23 67 15 12 1 4 36 22 16 5 13 1 101 84 129 268 446 1 38 | 17 13 63 1 582 2 2 39 290 913 | 606 174 40 80 15 75 11 5 618 22 18 5 13 6 1 106 96 168 1.359 1.359 |
| Bachelor of Laws. Bachelor of Science (Business). Bachelor of Science (Business). Bachelor of Science (Dentistry). Bachelor of Science (Library Service). Bachelor of Science (Optometry). Bachelor of Science (Pharmacy). Bachelor of Science (Practical Arts and Education). Bachelor of Science (Practical Arts and Education). Bachelor of Science (Schools of Mines, Engineering and Chemistry). Bachelor of Science (University Course). Chemical Engineer. Electrical Engineer. Engineer of Mines. Mechanical Engineer. Metallurgical Engineer. Metallurgical Engineer. Doctor of Pental Surgery. Doctor of Medicine. Doctor of Philosophy. Master of Arts (Political Science, Philosophy and Pure Science). Master of Arts (Education and Practical Arts). Master of Science (Business). Master of Science (Business). Master of Science (Practical Arts). Master of Science (Practical Arts). Master of Science (Practical Arts). Pharmaceutical Chemist. | 174 23 67 15 12 1 4 4 36 22 16 5 5 13 11 6 11 101 84 129 268 446 1 38 | 17 13 63 1 582 2 2 39 290 913 | 174 40 80 15 75 1 1 6 18 22 18 5 13 1 106 96 168 1,359 1,359 |
| Bachelor of Literature Bachelor of Science (Business) Bachelor of Science (Dentistry) Bachelor of Science (Dentistry) Bachelor of Science (Dentistry) Bachelor of Science (Pharmacy) Bachelor of Science (Pharmacy) Bachelor of Science (Practical Arts and Education) Bachelor of Science (Schools of Mines, Engineering and Chemistry) Bachelor of Science (University Course) Chemical Engineer Electrical Engineer Electrical Engineer Bengineer of Mines Mechanical Engineer Metallurgical Engineer Doctor of Pillosophy Master of Arts (Political Science, Philosophy and Pure Science) Master of Arts (Education and Practical Arts) Master of Science (Applied Science) Master of Science (Business) Master of Science (Practical Arts) Master of Science (Practical Arts) Master of Science (Practical Arts) Pharmaceutical Chemist Total | 23 67 15 12 1 4 36 22 16 5 13 1 6 1 1 10 1 84 129 268 446 1 38 | 17 13 63 1 582 2 2 2 39 290 913 | 40 80 15 75 5 618 22 18 5 1 1 6 1 1 106 96 168 1,359 1,359 1,359 1,359 |
| Bachelor of Science (Business). Bachelor of Science (Dentistry). Bachelor of Science (Dentistry). Bachelor of Science (Optometry) Bachelor of Science (Pharmacy). Bachelor of Science (Practical Arts and Education) Bachelor of Science (Practical Arts and Education) Bachelor of Science (Schools of Mines, Engineering and Chemistry). Bachelor of Science (University Course). Chemical Engineer. Electrical Engineer. Electrical Engineer. Metallurgical Engineer. Metallurgical Engineer. Doctor of Mines. Mechanical Engineer. Doctor of Medicine. Doctor of Philosophy. Master of Arts (Political Science, Philosophy and Pure Science). Master of Arts (Education and Practical Arts). Master of Science (Applied Science). Master of Science (Business). Master of Science (Business). Master of Science (Practical Arts). Pharmaceutical Chemist. | 67 112 14 36 22 16 5 13 1 6 1 101 84 129 268 446 1 38 | 13 63 1 582 2 2 5 12 39 290 913 | 80 15 75 1 5 618 22 18 5 13 1 1 106 6 11 108 168 1.359 1.359 1.359 1.359 |
| Bachelor of Science (Dentistry) Bachelor of Science (Othornetry) Bachelor of Science (Optometry) Bachelor of Science (Pharmacy) Bachelor of Science (Practical Artis and Education) Bachelor of Science (Practical Artis and Education) Bachelor of Science (Schools of Mines, Engineering and Chemistry) Bachelor of Science (University Course) Chemical Engineer Electrical Engineer Engineer of Mines Mechanical Engineer Metallurgical Engineer Doctor of Dental Surgery Doctor of Medicine Doctor of Philosophy Master of Arts (Political Science, Philosophy and Pure Science) Master of Arts (Education and Practical Arts) Master of Science (Business) Master of Science (Business) Master of Science (Practical Arts) Pharmaceutical Chemist Total | 15 12 1 4 36 22 16 5 13 16 6 1 101 84 129 268 446 1 38 | 63 1 582 2 2 5 12 39 290 913 | 15 75 15 5 618 22 18 5 13 1 6 1 106 96 168 1359 1139 1139 1139 1139 1139 1139 1139 |
| Bachelor of Science (Optometry) Bachelor of Science (Pharmacy) Bachelor of Science (Practical Arts and Education) Bachelor of Science (Schools of Mines, Engineering and Chemistry) Bachelor of Science (University Course) Chemical Engineer Electrical Engineer Engineer of Mines Mechanical Engineer Metallurgical Engineer Metallurgical Engineer Doctor of Dental Surgery Doctor of Medicine Doctor of Philosophy Master of Arts (Political Science, Philosophy and Pure Science) Master of Arts (Education and Practical Arts) Master of Science (Applied Science) Master of Science (Business) Master of Science (Business) Master of Science (Practical Arts) Master of Science (Practical Arts) Master of Science (Practical Arts) Pharmaceutical Chemist Total | 12 1 4 36 22 16 5 13 1 101 84 129 268 446 1 38 | 63 1 582 2 2 5 12 39 290 913 | 75 15 618 22 18 5 5 13 1 106 6 168 558 1.359 13 38 |
| Bachelor of Science (Optometry) Bachelor of Science (Pharmacy) Bachelor of Science (Practical Arts and Education) Bachelor of Science (Schools of Mines, Engineering and Chemistry) Bachelor of Science (University Course) Chemical Engineer Electrical Engineer Engineer of Mines Mechanical Engineer Metallurgical Engineer Metallurgical Engineer Doctor of Dental Surgery Doctor of Medicine Doctor of Philosophy Master of Arts (Political Science, Philosophy and Pure Science) Master of Arts (Education and Practical Arts) Master of Science (Applied Science) Master of Science (Business) Master of Science (Business) Master of Science (Practical Arts) Master of Science (Practical Arts) Master of Science (Practical Arts) Pharmaceutical Chemist Total | 1 4 36 22 16 5 1 1 6 1 101 84 129 268 446 1 3 8 446 1 3 8 446 1 3 8 446 1 3 8 446 1 8 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 | 5 1 582 2 2 39 290 913 | 22 18 5 13 1 10 6 11 106 168 558 1.359 1339 |
| Bachelor of Science (Pharmacy). Bachelor of Science (Practical Arts and Education) Bachelor of Science (Schools of Mines, Engineering and Chemistry). Bachelor of Science (University Course). Chemical Engineer. Electrical Engineer. Engineer of Mines. Mechanical Engineer Metallurgical Engineer Doctor of Dental Surgery. Doctor of Medicine. Doctor of Philosophy. Master of Arts (Political Science, Philosophy and Pure Science). Master of Arts (Education and Practical Arts). Master of Science (Applied Science). Master of Science (Business). Master of Science (Practical Arts). Master of Science (Practical Arts). Master of Science (Practical Arts). Pharmaceutical Chemist. | 4 36 22 16 5 13 1 6 101 84 129 268 446 1 38 | 1 582 2 2 5 12 39 290 913 | 5 618 22 18 5 13 1 1 06 96 168 558 1,359 1 38 |
| Bachelor of Science (Practical Arts and Education) Bachelor of Science (Schools of Mines, Engineering and Chemistry). Bachelor of Science (University Course). Chemical Engineer. Electrical Engineer. Engineer of Mines. Mechanical Engineer. Metallurgical Engineer. Doctor of Dental Surgery. Doctor of Medicine. Doctor of Medicine. Doctor of Philosophy. Master of Arts (Political Science, Philosophy and Pure Science). Master of Arts (Education and Practical Arts). Master of Laws. Master of Science (Applied Science). Master of Science (Business). Master of Science (Practical Arts). Master of Science (Practical Arts). Master of Science (Practical Arts). Pharmaceutical Chemist. | 36 22 16 5 13 1 6 1 101 84 129 268 446 1 38 | 582 2 5 12 39 290 913 | 618 22 18 5 13 1 6 106 96 168 558 1,359 1 38 |
| Bachelor of Science (Schools of Mines, Engineer- ing and Chemistry). Bachelor of Science (University Course). Chemical Engineer Electrical Engineer Engineer of Mines. Mechanical Engineer Metallurgical Engineer Doctor of Dental Surgery Doctor of Philosophy Master of Arts (Political Science, Philosophy and Pure Science). Master of Arts (Education and Practical Arts). Master of Science (Applied Science). Master of Science (Business). Master of Science (Business). Master of Science (Practical Arts). Master of Science (Practical Arts). Master of Science (Practical Arts). Pharmaceutical Chemist. | 22 16 5 13 1 6 1 101 84 129 268 446 1 38 | 2 5 12 39 290 913 | 22 18 5 13 1 6 1 106 96 168 558 1,359 1 38 |
| ing and Chemistry). Bachelor of Science (University Course). Chemical Engineer. Electrical Engineer. Engineer of Mines. Mechanical Engineer Metallurgical Engineer. Doctor of Dental Surgery. Doctor of Medicine. Doctor of Medicine. Doctor of Philosophy. Master of Arts (Political Science, Philosophy and Pure Science). Master of Laws. Master of Laws. Master of Science (Applied Science). Master of Science (Business). Master of Science (Business). Master of Science (Practical Arts). Master of Science (Practical Arts). Pharmaceutical Chemist. Total | 16 5 13 1 6 1 101 84 129 268 446 1 38 | 5 12 39 290 913 | 18 5 13 1 6 1 106 96 168 558 1,359 1 38 |
| Bachelor of Science (University Course). Chemical Engineer. Electrical Engineer. Engineer of Mines. Mechanical Engineer. Metallurgical Engineer. Doctor of Dental Surgery. Doctor of Medicine. Doctor of Philosophy. Master of Arts (Political Science, Philosophy and Pure Science). Master of Arts (Education and Practical Arts). Master of Laws. Master of Science (Applied Science). Master of Science (Business). Master of Science (Business). Master of Science (Practical Arts). Master of Science (Practical Arts). Pharmaceutical Chemist. Total. | 16 5 13 1 6 1 101 84 129 268 446 1 38 | 5 12 39 290 913 | 18 5 13 1 6 1 106 96 168 558 1,359 1 38 |
| Chemical Engineer Electrical Engineer Engineer of Mines Mechanical Engineer Metallurgical Engineer Doctor of Dental Surgery Doctor of Medicine Doctor of Philosophy Master of Arts (Political Science, Philosophy and Pure Science) Master of Arts (Education and Practical Arts) Master of Laws Master of Science (Applied Science) Master of Science (Business) Master of Science (Practical Arts) Master of Science (Practical Arts) Master of Science (Business) Master of Science (Practical Arts) Pharmaceutical Chemist Total | 5 13 1 6 1 101 84 129 268 446 1 38 | 5 12 39 290 913 | 5 13 1 6 1 106 96 168 558 1,359 1 38 |
| Electrical Engineer Engineer of Mines Mechanical Engineer Metallurgical Engineer Doctor of Dental Surgery Doctor of Medicine Doctor of Medicine Doctor of Philosophy Master of Arts (Political Science, Philosophy and Pure Science) Master of Arts (Education and Practical Arts) Master of Laws Master of Science (Applied Science) Master of Science (Business) Master of Science (Business) Master of Science (Practical Arts) Master of Science (Puractical Arts) Pharmaceutical Chemist Total | 13 1 6 1 101 84 129 268 446 1 38 | 12 39 290 913 | 13 1 6 1 106 96 168 558 1,359 1 38 |
| Engineer of Mines. Mechanical Engineer Metallurgical Engineer. Doctor of Dental Surgery Doctor of Philosophy Master of Arts (Political Science, Philosophy and Pure Science). Master of Arts (Education and Practical Arts). Master of Laws. Master of Science (Applied Science). Master of Science (Business). Master of Science (Business). Master of Science (Practical Arts). Pharmaceutical Chemist. Total | 1 6 1 101 84 129 268 446 1 38 34 | 12 39 290 913 | 1 6 1 106 96 168 558 1,359 |
| Mechanical Engineer Metallurgical Engineer Doctor of Dental Surgery Doctor of Medicine Doctor of Philosophy Master of Arts (Political Science, Philosophy and Pure Science) Master of Arts (Education and Practical Arts) Master of Laws Master of Science (Applied Science) Master of Science (Business) Master of Science (Business) Master of Science (Fractical Arts) Master of Science (Practical Arts) Master of Science (Practical Arts) Pharmaceutical Chemist Total | 6 I 101 84 129 268 446 I 38 34 | 12 39 290 913 | 558 1,359 1 38 |
| Metallurgical Engineer Doctor of Dental Surgery Doctor of Medicine Doctor of Philosophy Master of Arts (Political Science, Philosophy and Pure Science) Master of Arts (Education and Practical Arts) Master of Laws Master of Science (Applied Science) Master of Science (Business) Master of Science (Journalism) Master of Science (Journalism) Master of Science (Practical Arts) Pharmaceutical Chemist Total | 1 101 84 129 268 446 1 38 34 | 12 39 290 913 | 1 106 96 168 558 1,359 1 38 |
| Doctor of Dental Surgery. Doctor of Medicine. Doctor of Philosophy. Master of Arts (Political Science, Philosophy and Pure Science). Master of Arts (Education and Practical Arts). Master of Laws. Master of Science (Applied Science). Master of Science (Business). Master of Science (Burnalism). Master of Science (Intralism). Master of Science (Practical Arts). Pharmaceutical Chemist. Total | 268 446 138 38 | 12 39 290 913 | 106 96 168 558 1,359 1 |
| Doctor of Medicine Doctor of Philosophy Master of Arts (Political Science, Philosophy and Pure Science) Master of Arts (Education and Practical Arts) Master of Laws Master of Science (Applied Science) Master of Science (Business) Master of Science (Journalism) Master of Science (Practical Arts) Master of Science (Practical Arts) Pharmaceutical Chemist Total | 84 129 268 446 1 38 34 | 12 39 290 913 | 96 168 558 1,359 1 38 |
| Master of Arts (Education and Practical Arts) Master of Laws Master of Science (Applied Science) Master of Science (Business) Master of Science (Journalism) Master of Science (Practical Arts) Pharmaceutical Chemist Total | 268 446 1 38 34 | 39 290 913 | 558 1,359 1 38 |
| Master of Arts (Education and Practical Arts) Master of Laws Master of Science (Applied Science) Master of Science (Business) Master of Science (Journalism) Master of Science (Practical Arts) Pharmaceutical Chemist Total | 268 446 1 38 34 | 290 913 5 | 558 1,359 1 38 |
| Master of Arts (Education and Practical Arts) Master of Laws Master of Science (Applied Science) Master of Science (Business) Master of Science (Journalism) Master of Science (Practical Arts) Pharmaceutical Chemist Total | 446 1 38 34 | 913 | 1,359 1 38 |
| Master of Science (Business). Master of Science (Journalism). Master of Science (Practical Arts). Pharmaceutical Chemist. Total. | 38 34 | 5 | 1,359 1 38 |
| Master of Science (Business). Master of Science (Journalism). Master of Science (Practical Arts). Pharmaceutical Chemist. Total. | 38 34 | | 38 |
| Master of Science (Business). Master of Science (Journalism). Master of Science (Practical Arts). Pharmaceutical Chemist. Total. | 34 | | |
| Master of Science (Business). Master of Science (Journalism). Master of Science (Practical Arts). Pharmaceutical Chemist. Total. | | | 30 |
| Master of Science (Practical Arts) | | | |
| Master of Science (Practical Arts) | 7 | 3 | 10 |
| Total | | 24 | 24 |
| Total | 16 l | 4 | 20 |
| Deduct Duplicates | 1,896 | 2,222 | 4,118 |
| During Dupineacto | 16 | 14 | 30 |
| Total individuals receiving degrees in course | 1,880 | 2,208 | 4,088 |
| B. Honorary Degrees: | | | |
| Doctor of Laws | 2 | | 2 |
| Doctor of Letters | ī | I | 2 |
| Doctor of Sacred Theology | 2 | | 2 |
| Doctor of Science | 2 | | 2 |
| Total | 7 | I | 8 |
| | | | |
| C. Certificates and Teachers College Diplomas Granted: | 1 | | |
| Certificate of Proficiency in Journalism | 2 | I | 3 |
| Preliminary Certificate in Accounting (Univ. Ex- | | | |
| tension) | 1 | | I |
| Certificate in Accounting (Univ. Extension) | I | | I |
| Certificate in Optometry | 20 | 1 | 21 |
| Certificate in Secretarial Studies (Bus.) | • • • • • • • | 15 | 15 |
| Certificate in Secretarial Studies (University Ex- | | | |
| tension) | I | 23 | 24 |
| | •••• | 68 | 68 |
| Bachelor's Diploma in Education | 10 | 208 | 218 |
| Doctor's Diploma in Education | | 1 | I |
| Master's Diploma in Education | 171 | 350 | 521 |
| Total | 206 | 667 | 873 |
| Total degrees and diplomas granted | 2,100 | 2,890 | 4.000 |
| Deduct duplicates ¹ and ² | 180 | 555 | 4,999 735 |
| Total individuals receiving degrees and diplomas | 1,929 | 2,335 | 4,264 |
| Total translations receiving degrees and dipionids | 1,929 | 21333 | 4,204 |

¹ Distributed as follows: A.B. and A.M., 2 men, 1 woman; LL.B. and A.M., 3 men; M.D. and A.M., 1 woman; B.S. (Teachers College) and A.M., 2 men, 12 women; B.S. and Engineering degrees, 8 men; B.S. (Pharmacy) and Ph.Ch., 1 man.

¹ In addition to those noted in Note 1 (30, 16 men and 14 women) the following duplications occur: (705, 164 men, 541 women); B.S. and Teachers College diploma, 10 men, 201 women; A.M. and Teachers College diploma, 154 men, 337 women; M.S. and Teachers College diploma, 2 women; A.B. and Secretarial Certificate (Business), 1 woman.

TABLE X

MAJOR INTEREST OF RECIPIENTS OF HIGHER DEGREES, 1926-27, EXCLUSIVE OF THE MASTER'S DEGREES IN EDUCATION AND PRACTICAL ARTS

| SUBJECTS OF | 1 | А.М. | P | h.D. | N | M.S. | LL. M. | Jur. D. | Т | `otal |
|--|------------------|------------------|----------------------|-------------|--------|-------|--------|---------|------------------------|-----------------------|
| Major Interest | Men | Women | Men | Women | Men | Women | Men | Men | Men | Women |
| Anatomy Bacteriology Biological Chemistry Botany Business Chemical Engineer- | 1 2 6 | 1 4 1 5 | I 3 I I | I I 3 | 34 | 5 | | | 1 3 9 1 35 | 1 5 2 8 5 |
| ing Chemistry Classical Philology: | 10 33 | 18 | 4 | 6 | | | | | 14 46 | 24 |
| Greek Latin Economics Education and Prac- | 5 41 | 2 22 18 | I 8 | 3 | | | | | 6 49 | 2 22 21 |
| tical Arts Electrical Engineer- ing | | | 46 | 13 | 11 | | | | 46 | 13 |
| English and Comparative Literature Fine Arts | 26 | 73 I | 3 | 4 | | | | | 29 | 77 I |
| Geology Germanic Lan- guages | 4 | 3 | 5 | | | | | | 6 | 3 |
| Government History Industrial Engi- | 27 | 42 | 5 | I | | | | | 32 | 1 43 |
| neering Journalism Mathematics Mechanical Engi- | 8 | 10 | 2 | | 3 7 | 3 | | | 3 7 10 | 3 |
| neering Metallurgy Music Oriental Languages: | I 2 | | | | 24 | | | | 24 I 2 | |
| Chinese Indo-Iranian Semitics Philosophy | 1 2 3 3 | | 1 3 4 | | | | | | 1 3 6 7 | |
| Physics Physiology Psychology Public Law and | 13 1 24 | 23 | 7 7 | 4 | | | | | 20 I 31 | 27 |
| Comparative Jurisprudence Romance Lan- | 15 | 9 | 7 | ı | | | ı | | 23 | 10 |
| guages | 8 | 29 | 1 | | | | | | 9 | 29 I |
| Social Science (including Statistics) Zoology | 18 | 18 | | | | | | | 19 | 18 |
| Total | | 290 | 129 | 39 | 79 | 8 | I | | 477 | 337 |

TABLE XI CLASSIFICATION OF STUDENTS ATTENDING ONE OR MORE COURSES OF INSTRUCTION IN THE VARIOUS DEPARTMENTS

| | | | | ering ry | | | | e | | al | ites | ılties | Uni- dents | |
|--------------------------------------|------------|-------|----------|-------------------------------------|--------------|------------|----------|---------|-----------|-----------------------|------------------------------|--------------------|----------------------------|--------------|
| 1926–27 | | | 0) | Mines, Engineering and Chemistry | ture | ns | | Service | ry | nd Oral y | University Undergraduates | Graduate Faculties | | |
| | College | × | Medicine | nes, E | Architecture | Journalism | Business | Library | Optometry | Dental and Surgery | iversi Juder | aduat | Unclassified versity St | ra1 |
| | ් ටී | Law | Me | Mi | Arc | [호 | Bu | == | Op | Des | 5 | 3 | [5 ^ | Total |
| Department | | | | | | | | | | | | | | |
| Agriculture | | | • • • | | | | | | | | | 2 | | . 2 |
| and Embryology) | | • • • | 206 | | • • • | • • • | • • • | | • • • | 95 | | 6 52 | | 307 56 |
| Anthropology | 38 | | • • • | | 100 | | | l::: | | | | 32 | 3 | 146 |
| Astronomy | 154 | | | 1 · · · · · · · | | | ::: | 1::: | 1::: | | 2 | 2 | | 162 |
| | | | 98 | | | | | | | 25 | | 16 | | 139 |
| Biological Chemistry | | | 108 | | | | | | | 25 | | 28 | | 161 |
| Botany | 15 | | | I | | | | | | | I | 57 | 2 | 76 |
| Business Chemical Engineering | 134 | | | 10 | | | 374 | | | | 3 | 77 | 2 | 600 |
| Chemistry | 3 | | • • • | 35 | | | · · · | | ::: | l:::: | 3 | 18 224 | 12 | 97 765 |
| Civil Engineering | 490 II | | | 81 | | | 1 | | | | 3 | 224 I | 1 Z | 94 |
| Classical Philology: | | | | " | | | | l | | | | 1 | 1 | 24 |
| Classical Civilization | 11 | | | 1 | ' | | . | | | | I | 2 | | 14 |
| Greek | 15 | | | | | | | | | | 2 | 32 | 1 | 50 |
| Latin | 29 | | | | | | | | | | | 84 | I | 114 |
| Contemporary Civilization | 675 | | | 3 | | | | | | | | | I | 679 |
| Crown and Bridgework | | | | | | | | | | 31 | | | | 31 |
| Dental Histology and Embry- | | | | 1 | | | | | | 25 | | | | 25 |
| ology Dermatology and Syphilology | | | 204 | 1 | | | | | | 25 | | | | 204 |
| Diseases of Children | | | 204 | | | : : : | ::: | 1::: | | | | | | 204 |
| Economics | 495 | 2 | | | | | 41 | | | | 2 | 225 | 10 | 789 |
| Education | 52 | | | | | | 6 | 4 | | | | 183 | 6 | 254 |
| Electrical Engineering | I | | | 147 | | | | | | | | 3 | 1 | 152 |
| Engineering Drafting | 96 | | | 16 | | | 1 | | | | | 1 | | 113 |
| English and Comparative Lit- | | _ | | | | | l | l _ | | | | <i></i> | | |
| erature | 1,499 | | | 2 I | · · · | 3 | 14 | | | | 2 | 631 35 | 34 I | 2,199 264 |
| General Honors | 87 | | | | 1 | | 3 | | : : : | | | 33 | | 87 |
| Geography | 71 | | | 1:::: | | ::: | ::: | | ::: | | | II | · · · · i | 83 |
| Geology | 177 | | | 25 | | | | | | | 3 | 50 | 5 | 260 |
| Germanic Languages and Lit- | | 1 | | | | | | | | | | | | |
| eratures | 198 | | | 1 | | | | 2 | | | I | 67 | 2 | 271 |
| Government | 366 | | | | | I | | | | | 8 | 62 | 6 | 436 |
| History of Science | 578 57 | | | | | 3 | | | | | l ° | 405 | 25 | 1,023 |
| Industrial Engineering | 57 | ::: | | I 14 | | _ I | 4 | | 1::: | | | 10 | • • • • | 28 |
| Journalism | | | | 14 | 1::: | 138 | | 1::: | 1::: | 1:::: | : : : : | 10 | 2 | 150 |
| Laryngology and Otology | l . | | 204 | | | | | 1 | | | | | | 204 |
| Library Service | 1 | | | | | | | 108 | | | | | | 108 |
| Mathematics | 767 | | | 2 | 4 | | | | | | 2 | 108 | 6 | 889 |
| Mechanical Engineering | | | | 148 | | | | | | | • • • • | 5 | | 153 |
| | | | | | | | • • • | | | 35 | | 6 | I | 124 |
| Mineralogy | 2 | | | 2I 17 | • • • | | | | | • • • • | 1 | 22 | 2 | 48 |
| Music | 04 | | | 17 | | | | | | | | 14 | | 108 |
| | 94 | | | | | | | | | | | -4 | | |
| | | • | • | • | | | | • | | • | | | | |

TABLE XI—(Continued)

| | | | | | | _ | | | | | | | | |
|---|-------------------------|-----|------------|-------------------------------------|--------------|------------|----------|-----------------|-----------|----------------------------|------------------------------|---------------------------------|----------------------------------|--|
| 1926–27 | College | Law | Medicine | Mines, Engineering and Chemistry | Architecture | Journalism | Business | Library Service | Optometry | Dental and Oral Surgery | University Undergraduates | Graduate Faculties | Unclassified University Students | Total |
| Department Neurology Obstetrics and Gynecology. Operative Dentistry (Including Ethics). Ophthalmology. Optometry. Oral Hygiene. Oral Surgery. Oriental Languages: | | | 204 | | | | | | 60 | 198 72 138 | | 24 | 1 | 326 204 198 204 60 72 138 |
| Chinese. Indo-Iranian Languages Semitic Languages. Orthodontia Orthopedic Surgery. Pathology. Pharmacology and Materia Medica. | | | 204 103 | | | | I | | | 138 | | 7 17 3 | | 15 11 17 138 204 162 |
| Philosophy Physical Education Physics Mechanics (Math. Physics) Physiology Practice of Medicine Preventive Dentistry Private Law Prosthetic Dentistry | 1,264 350 9 18 | 7 | 208 | 78 53 | | 2 | 3 | | 1 59 | 60 | I | 175 12 121 17 1 | 16 2 6 1 2 | 521 1,292 617 80 306 294 56 758 |
| Psychology. Public Health Administration. Public Law and Jurisprudence. Radiology. Religion. Romance Languages and Literatures: | 376 20 68 | 113 | 292 | | | | I | ī | | 31 | 4 | 217 145 | 10 | 292 605 100 291 31 |
| French Italian Spanish Science of Language Slavonic Languages and Literatures: Russian | 746 21 209 2 | | | | | ī | | | | | 6 | 169 24 93 | 10 2 6 | 935 47 310 |
| Social Science (including Statistics) Surgery Urology Zoology | 157 | | 292 194 | | | | | | | | 3 | | 18 | 415 292 194 314 |

TABLE XII

AGGREGATE ATTENDANCE IN ALL COURSES, 1926-1927 (EXCLUDING COURSES IN THE SCHOOL OF MEDICINE, SCHOOL OF DENTAL AND ORAL SURGERY, SUMMER SESSION, UNIVERSITY EXTENSION, TEACHERS COLLEGE, BARNARD COLLEGE AND THE COLLEGE OF PHARMACY)

| 1926–27 | Number of Half-Year Courses | Number of Registrations |
|-------------------------------------|-----------------------------------|----------------------------|
| Department | | |
| Agriculture | 3 | 2 |
| Anthropology | 13 | 78 |
| Architecture | 59 | 1,059 |
| Archaeology | 3 | 4 |
| Astronomy | 3 | 212 |
| Botany | 29 | 178 |
| Business: | | |
| Accounting | 18 | 392 |
| Advertising | 5 | 78 |
| Banking | 18 | 594 |
| Economics | 7 | 260 |
| Finance | 9 1 7 | 400 |
| Industrial Relations | 5 | 305 39 |
| Insurance | 4 | 39 |
| Law | 4 | 179 |
| Marketing | 12 | 216 |
| Statistics | 4 | 144 |
| Stenography and Typewriting | ż | 38 |
| Transportation | 7 | 69 |
| Chemical Engineering | 20 | 262 |
| Chemistry | 73 | 1,937 |
| Civil Engineering. | 27 | 177 |
| Classical Philology: | | |
| Classical Civilization | 2 2 | 17 |
| Greek. | 16 | 19 71 |
| Latin | 20 | 204 |
| Contemporary Civilization. | 4 | 1,079 |
| Economics | 40 | 1,977 |
| Electrical Engineering. | 33 | 518 |
| Engineering Drafting | 6 | 194 |
| English and Comparative Literature: | | |
| English | 86 | 5,157 |
| Comparative Literature | 7 | 429 |
| Fine Arts | 17 | 467 |
| Geology | 41 | 472 |
| History | 33 | 619 2,123 |
| History of Science. | 53 4 | 104 |
| Industrial Engineering. | 12 | 64 |
| Journalism | 39 | 1.170 |
| Library Service | 19 | 1,355 |
| Mathematics | 41 | 1,479 |
| Mechanical Engineering | 47 | 630 |
| Metallurgy | 29 | 157 |
| Mineralogy | 8 | 65 |
| Mining | 14 | 62 |
| Music | 14 | 317 |
| Optometry | 19 | 454 |
| | <u> </u> | 1 |

TABLE XII—(Continued)

| 1926–27 | Number of Half-Year Courses | Number of Registration |
|---|-----------------------------------|---------------------------|
| Department | | |
| Oriental Languages: | | |
| Chinese | 9 | 62 |
| Indo-Iranian Languages | 10 | 33 |
| Semitic Languages | 19 | 65 |
| Science of Language | 6 | 23 |
| Philosophy | 39 | 890 |
| Physical Education | 8 | 2,638 |
| Physics: | | |
| Physics | 45 | 1,310 |
| Mechanics (Mathematical Physics) | 3 | 131 |
| Private Law | 54 | 5,582 |
| Psychology | 32 | 927 |
| Public Law, Government and Jurisprudence: | | |
| Government | 15 | 643 |
| Jurisprudence | 1 | 23 |
| Public Law | 21 | 497 |
| Religion | 2 | 84 |
| Romance Languages and Literatures: | | |
| French | 49 | 2,078 |
| Italian | 10 | 69 |
| Spanish | 18 | 608 |
| Slavonic Languages: | | |
| Russian | 9 | 23 |
| Social Science: | | |
| Social Legislation | 4 | 61 |
| Sociology | 17 | 714 |
| Statistics | 8 | 181 |
| Coology | 25 | 665 |
| Miscellaneous: | | |
| General Honors | 4 | 161 |
| Total | 1,356 | 43,407 |

1926-27

A. STUDENTS CLASSIFIED ACCORDING TO SEX

| | Resident | Extra- Mural | Home Study | Total |
|--|----------------|-----------------|----------------|----------------|
| Men | 5.796 4.320 | 123 1,583 | 3,797 2,461 | 9,716 8,364 |
| Total | 10,116 | 1,706 | 6,258 | 18,080 |
| Duplicate Registrations Summer Session (1926) Total attendance in University Extension | 485 | | | 485 |
| only | | | | 17.595 |

 $\it Note:$ Matriculated students taking courses in University Extension are not included in the above.

B. STUDENTS CLASSIFIED AS OLD AND NEW

| | Resident | Extra- Mural | Total |
|------------------------|----------------|-----------------|----------------|
| Number of New Students | 6,224 3,892 | 775 931 | 6,999 4,823 |
| Total | 10,116 | 1,706 | 11,822 |

Note: Home Study Students are not included in this table.

C. STUDENTS IN SPECIAL CLASSES (NOT INCLUDED IN OTHER TABLES)

| Course | Winter Session | Spring Session | Both Sessions | Total |
|---|----------------------|----------------------|--------------------|------------------------------|
| Advanced Medicine. Agriculture. Dramatic Arts. Packing House Operations. Recreation Course (Barnard). | 57 17 18 91 | 36 13 51 54 | 20 1 3 87 | 161 57 31 72 232 |
| Spoken Language Swimming (Barnard) | 213 I | 122 1 277 | 164 | 386 4 |

D. ALL STUDENTS IN UNIVERSITY EXTENSION CLASSIFIED ACCORDING TO FACULTIES—RESIDENT AND NON-RESIDENT

| | Resident | Extra- Mural | Special | Home Study | Total |
|---|--------------------------------|-----------------|---------|---------------|--------------------------------|
| Non-matriculated: Columbia Teachers College (exclusively) Matriculated: | 9,978 | 1,706 | 943 | 6,258 | 18,885 138 |
| Columbia College | 600 55 58 1,297 54 | | | | 600 55 58 1,297 54 |
| Mines, Engineering and Chem- istry Architecture Journalism Business Teachers College Library Service | 82 68 53 253 1,000 | | | | 82 68 53 253 1,000 |
| Optometry | 97 | 1,706 | 943 | 6,258 | 9 97 22,660 |

E. STUDENTS CLASSIFIED ACCORDING TO RESIDENCE

| | Resident | Extra- Mural | Home Study | Total |
|--|---|---------------------|---|--|
| New York City: Manhattan and Bronx Brooklyn. Queens. Richmond. New York State (outside New York City) Total. | 4,619 1,701 776 54 1,184 574 | 643 486 1,129 | 812 542 2,945 | 6210 1,701 776 54 2,639 1,602 |
| | 0,900 | 1,129 | 2,943 | 12,902 |
| Other States and Territories: Alabama Alaska Arizona Arkansas California Colorado Connecticut Delaware District of Columbia Florida Georgia Hawaii Idaho Illinois Indiana Iowa Kansas Kentucky Louisiana Maine Maryland Massachusetts Michigan Minnesota Mississippi | 7 | 162 186 | 20 1 14 9 131 15 281 19 142 53 6 8 143 38 20 39 35 28 90 187 142 15 5 | 27 15 12 160 60 618 24 342 342 365 55 55 36 33 42 41 43 100 266 165 34 |
| Missouri Montana | 3 6 | | 77 | 88 |
| Nebraska New Hampshire New Mexico North Carolina | I I I7 | | 12 14 8 32 | 15 9 49 |
| North Dakota Ohio Oklahoma Oregon | 35 8 7 | | 8 223 16 5 | 258 24 12 |
| Pennsylvania. Philippines. Porto Rico. | 6 5 | 229 | 908 I 3 | 1,243 |
| Rhode Island. South Carolina. South Dakota. Tennessee. | 7 | | 42 17 2 | 22 |
| Texas. Utah. Vermont. | 28 | | 98 7 11 | 120 |
| Virginia Washington West Virginia | 24 | | 58 14 50 | 8: |

E. STUDENTS CLASSIFIED ACCORDING TO RESIDENCE—(Continued)

| | Resident | Extra- Mural | Home Study | Total |
|------------------------|------------|-----------------|---------------|----------|
| Wisconsin | 10 | | 30 2 | 40 2 |
| Total | 830 | 577 | 3,199 | 4,606 |
| Foreign Countries: | | | | 8 |
| Africa Austria | 16 | | 4 | 16 |
| Belginm | 2 | | | 2 |
| British West Indies | . . | | 2 | 2 |
| Bulgaria | 2 | | | 88 88 |
| CanadaCentral America | 29 | | 59 | 5 |
| China | 3 28 | | 7 | 35 |
| Cuba | 10 | | 8 | 35 18 |
| Czechoslovakia | 3 6 | | | 3 |
| Denmark | _ | | | 0 |
| Egypt | 5 | | | 5 |
| England | 13 | | I | 14 |
| Esthonia | 7 | | | 7 |
| Fiji Islands | | | I | I |
| FinlandFrance | 1 13 | | т т | 14 |
| Germany | 60 | | l | 60 |
| Greece | 7 | | | 7 |
| India | 2 | | 2 | 4 |
| IrelandItaly | 2 12 | | | 13 |
| Japan | 38 | | ī | 39 |
| Latvia | 4 | | [| 4 |
| Lithuania | | | I | I |
| Malay States | | | 8 | 1 15 |
| Mexico Netherlands. | 7 | | 0 1 | 2 |
| Newfoundland | l | | i | ĩ |
| New Zealand | | | I | 1 |
| Norway | 14 | | | 14 |
| Nova Scotia | 3 | | | 3 |
| Persia | 1 1 | | | I |
| Poland | 4 | | | 4 |
| Rumania | 4 | | | 4 |
| Russia | 25 | | | 25 4 |
| ScotlandSouth America | 18 | | 7 | 25 |
| Spain | 3 | | i | 4 |
| Sweden | 10 | | | 10 |
| Switzerland | 14 | | I | 15 |
| Syria Turkey | I | | I | 1 2 |
| • | 1 | " | - | |
| Total | 378 | | 114 | 492 |
| Grand Total | 10,116 | 1,706 | 6,258 | 18,080 |

F. I. AGGREGATE ATTENDANCE ON COURSES, RESIDENT AND EXTRAMURAL

| Subject | Numb | Courses Number of Registrations | | | trations | |
|------------------------|---------------|---------------------------------|----------|---------------|-----------------|--------------|
| SUBJECT | Resi- dent | Extra- Mural | Total | Resi- dent | Extra- Mural | Total |
| Accounting | 29 20 | | 29 20 | 1,076 784 | | 1,076 784 |
| Agriculture | 5 | | 5 | 86 | | 86 |
| Anthropology | 8 | | 8 | 177 | | 1,556 |
| Astronomy. | 45 3 | | 45 | 1,556 | | 91 |
| Banking | 8 | | 3 8 | 140 | | 140 |
| Biology | 2 | | 2 | 4 | | . 4 |
| Bookkeeping | 4 | | 4 | 124 | | 124 |
| Botany | 2 I | | 2 I | 90 | | 90 |
| Business English | 4 | | 4 | 256 | | 256 |
| Chemical Engineering | ī | | ī | 12 | | 12 |
| Chemistry | 21 | | 21 | 1,052 | | 1,052 |
| Civil Engineering | 4 | | 4 | 78 | | 78 |
| Clothing | 13 | | 13 11 | 33 539 | | 33 539 |
| Cookery | 4 | | 4 | 24 | | 24 |
| Czechoslovak | I | | I | 2 | | 2 |
| Drafting | I 2 | | 12 | 174 | | 174 |
| Drawing | 3 | | 3 | 103 | | 1.263 |
| Education | 25 | 26 | 25 26 | 1,263 | 1,763 | 1,763 |
| Electrical Engineering | 9 | <i></i> . | 9 | 129 | | 129 |
| English | 135 | | 135 | 7,100 | | 7,100 |
| Filing | 2 | | 2 | 22 | | 22 |
| Finance | 9 | | 9 | 336 | | 336 135 |
| French | 12 64 | I | 12 65 | 135 2,160 | 25 | 2,194 |
| General Science | 1 | | 1 | 31 | | 31 |
| Geography | 12 | | 12 | 162 | | 162 |
| Geology | 7 | | 7 | 74 | | 74 |
| GermanGovernment | 20 I4 | | 20 I4 | 580 852 | | 580 852 |
| Greek | 7 | | 7 | 39 | | 39 |
| Hebrew | 2 | | 2 | 29 | | 29 |
| History | 39 | 3 | 42 | 2,686 | 65 | 2,751 |
| Hungarian | 5 1 | | 5 I | 10 | | 10 |
| Indo-Iranian | I | | I | 9 8 | | 8 |
| Industrial Engineering | 5 | | 5 | 97 | | 97 |
| Industrial Relations | I | | I | 20 | | 20 |
| Insurance | 5 | | 5 | 51 | | 208 |
| ItalianJapanese | 10 | | 10 | 208 | | 208 II |
| Latin | 12 | | 12 | 130 | | 130 |
| Law | II | | 11 | 519 | | 519 |
| Library Service | 3 | | 3 | 74 | | 74 |
| Marketing | 9 26 | | 9 26 | 236 | | 236 |
| Mathematics | 20 I | | 20 I | 1,008 | | 29 |
| Metalworking | 2 | | 2 | 5 | | 5 |
| Mineralogy | 3 | | 3 | 39 | | 39 |
| Music | 22 | | 22 | 251 | | 251 |

F. I. AGGREGATE ATTENDANCE ON COURSES, RESIDENT AND EXTRAMURAL—(Continued)

| Subject | Numb | er of Hal Courses | f-Year | Numbe | Number of Regis | | |
|--|---------------|----------------------|---------|---------------|-----------------|-----------|--|
| ЗОВЈЕСТ | Resi- dent | Extra- Mural | Total | Resi- dent | Extra- Mural | Total | |
| Neurology | 2 | | 2 | 75 | | 75 | |
| Nursing | | 2 | 2 | | 46 | 46 | |
| Nutrition | 2 | | 2 | 11 | | II | |
| Persian | 2 | | 2 | 2 | | 2 | |
| Philosophy | 29 | | 29 | 1,341 | | 1,341 | |
| PhoneticsPhotoplay Composition | 10 | | 10 | 136 | | 136 | |
| Physical Education | 10 | | 10 | 171 | • • • • • • • | 84 171 | |
| Physical Training | 2 | | 2 | 40 | | 40 | |
| Physics | 7 | | 7 | 467 | | 467 | |
| Physiology | 2 | | 2 | 112 | | 112 | |
| Polish | 6 | | 6 | 18 | | 18 | |
| Portuguese | 1 | | 1 | 2 | | 2 | |
| Psychology | 32 | | 32 | 1,801 | | 1,801 | |
| Public Law | 6 | | 6 | 203 | | 203 | |
| Real Estate | 5 | | 5 | 604 | | 604 | |
| Religion | 2 | | 2 | 18 | | 18 | |
| Religious Education | 1 2 | | 1 2 | 5 2 | • • • • • • • | 5 2 | |
| Rumanian | 8 | | 8 | 20 | • • • • • • • | 20 | |
| Salesmanship | 10 | | 10 | 203 | | 203 | |
| Secretarial Correspondence | 4 | | 4 | 100 | | 100 | |
| Serb | Ī | | I T | I | | I | |
| Social Economy | 3 | | 3 | 33 | | 33 | |
| Social Science | I | | I | 68 | | 68 | |
| Sociology | 26 | | 26 | 772 | | 772 | |
| South Slavonic | 1 | | I | 2 | | 2 | |
| Spanish | 34 | | 34 | 792 | | 792 | |
| Speech | 3 | | 3 | 4 | | 4 | |
| Statistics | 18 | | 3 | 53 | | 53 | |
| Stenography | 6 | | 18 6 | 386 | | 386 | |
| T. C. Biology | 1 | | 1 | 157 | | 157 | |
| T. C. Chemistry | 4 | | 4 | 9 | | 9 | |
| T. C. Drawing | ī | | ī | I | | I | |
| T. C. Fine Arts | 32 | | 32 | 160 | | 160 | |
| T. C. Hygiene | 7 | | 7 | 24 | | 24 | |
| T. C. Music | 12 | | 12 | 30 | | 30 | |
| Textiles | 5 | | 5 | 106 | | 106 | |
| Transportation | 2 | | 2 | 55 | | 55 | |
| Typewriting | 12 | | 12 | 254 | | 254 | |
| Typography | 2 8 | | 8 | 108 | | 108 | |
| Zoology | - 8 | | | 558 | | 558 | |
| Total | 1,000 | 32 | 1,041 | 33,724 | 1.800 | 35,623 | |
| | 2,009 | " | 2,042 | 3317-4 | 2,099 | 331023 | |
| The second secon | · | | | | | | |

F. II. AGGREGATE REGISTRATIONS IN HOME STUDY COURSES

| | | m | 1 | | 20 |
|---|--|--|--|--|--|
| Subject | Number of Courses | Number of Registrations | Subject | Number of Courses | Number of Registrations |
| Agriculture. Art. Astronomy. Biblical Literature. Biology. Business. Actuarial Mathematics. Banking. Business English. Business Mathematics. Marketing. Chemical Engineering Chemistry. Church History. Civics. Comparative Literature. Drafting. Economics. English. French. German. Government Greek. History. Italian. | 4 1 1 13 6 1 1 2 2 1 1 1 2 2 17 17 16 1 1 5 6 1 1 1 7 1 7 1 7 1 7 1 7 1 7 1 7 1 7 1 | 19 154 27 59 66 826 326 294 67 7 21 1 10 148 8 8 8 67 2,619 441 132 6 36 437 123 | Mathematics. Music. Philosophy Physics. Photoplay Writing Psychology. Public Health Scouting. Secretarial Correspondence. Slide Rule. Sociology. Spanish Typewriting. Miscellaneous Y. W. C. A. Courses. | 11 1 8 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | 888 46 102 74 18 60 340 4 284 161 23 230 16 64 8,280 |

The results of a recent study as to the education, age and occupation of Home Study students shown in the following charts have brought out some interesting facts. They present a cross-section of this large group, who maintain contact with the University through courses offered outside of the classroom, showing that persons young and old, graduates of universities or grade schools in widely varying walks of life are pursuing studies at home be it in Maine or Texas, in China, Japan or India. Among those enrolled five are seventyfive years of age or over and a like number under fifteen. More than thirteen hundred are over the age of forty. The largest group is made up of clerical workers—1,200 in number. 1.149 follow different lines of business; 862 are in industrial fields; housekeeping is the occupation of 529; 436 are engaged in teaching. Other professions are represented by 196 nurses, 190 physicians, 96 attorneys, 93 clergymen or religious workers and II architects.

TABLES SHOWING AGE, PREPARATION, AND OCCUPATION OF STUDENTS REGISTERED IN HOME STUDY

| Age | Men | Women | Total | Preparation | Number |
|------------|---|--|---|--|--|
| 75 or over | 174 305 432 686 761 632 109 2 459 | 3 2 14 27 68 97 168 231 320 384 395 327 78 3 344 | 5 11 29 58 130 215 342 536 752 1,070 1,156 959 187 803 | Graduates of Grammar School. Part High School. Graduates of High School. Part College. Graduates of College. Graduates of College. Holders of Higher Degrees. Part Business School. Graduates of Business School Correspondence Schools. Undetermined. Total. | 232 797 772 1,412 1,127 73 1622 408 79 1,196 6,258 |

OCCUPATIONS

| | 11 72 1,149 1,200 17 520 | Inmate of Prison Lawyer Literary Military Service Naval Service Nurse Physician Police | 96 105 17 31 196 190 | Postal Clerk. Religious Worker. Retired. Social Worker Student. Teacher. Undetermined. Total | 93 17 44 106 436 1,006 |
|--|---|--|-------------------------------------|--|---------------------------------------|
|--|---|--|-------------------------------------|--|---------------------------------------|

| Women | Classification | Number | Per- centage |
|--|---|----------------|-----------------|
| Women | A. STUDENTS CLASSIFIED ACCORDING TO SEX | | |
| B. STUDENTS CLASSIFIED AS OLD AND NEW Previously registered 7,008 6,759 48.78 7.008 7.008 7.008 7.008 7.008 7.009 7.00 | | | 29.26 70.74 |
| Previously registered. 7,008 8,1,22 13,857 | | 13,857 | |
| New Students. | | 7 0 | |
| C. STUDENTS CLASSIFIED ACCORDING TO FACULTIES I. Non-Matriculated | Previously registered. New Students. | | 51.22 48.78 |
| I. Non-Matriculated | Total | 13,857 | |
| II. Matriculated | c. Students Classified According to Faculties | | |
| 1. Columbia 203 a. Columbia 20 b. University Undergraduates 20 2. Barnard College 114 3. Mines, Engineering and Chemistry 29 4. Law 167 5. Medicine 3 6. Architecture 15 7. Political Science 313 8. Philosophy 604 9. Pure Science 267 10. Ph.D. in Education 28 11. Business 66 12. Journalism 14 13. Dentistry 0 14. Pharmacy 2 15. Teachers College 692 a. Undergraduates 6,92 b. Graduates 2,921 c. Unclassified 1,220 16. Library Service 80 Total 1 and 11 13,857 D. STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS 1. Not engaged in Teaching 8,848 63.85 Elementary Schools 2,974 Secondary Schools 2,974 Secondary Schools 2,974 Industrial Schools 214 </td <td></td> <td></td> <td>50.58</td> | | | 50.58 |
| b. University Undergraduates 20 2. Barnard College 114 3. Mines, Engineering and Chemistry 20 4. Law 167 5. Medicine 3 6. Architecture 15 7. Political Science 313 8. Philosophy 604 9. Pure Science 267 10. Ph.D. in Education 28 11. Business 66 12. Journalism 14 13. Dentistry 0 14. Pharmacy 2 15. Teachers College 692 a. Undergraduates 692 b. Graduates 2,921 c. Unclassified 1,220 16. Library Service 80 Total I and II 13,857 D. STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS 1 I. Not engaged in Teaching 8,848 Elementary Schools 2,974 Secondary Schools 2,974 Secondary Schools 2,974 Industrial Schools 214 Industrial Schools <td>1. Columbia</td> <td>0,040</td> <td>49.42</td> | 1. Columbia | 0,040 | 49.42 |
| 2. Barnard College 114 3. Mines, Engineering and Chemistry 20 4. Law 167 5. Medicine 3 6. Architecture 15 7. Political Science 313 8. Philosophy 604 9. Pure Science 267 10. Ph.D. in Education 28 11. Business 66 12. Journalism 14 13. Dentistry 0 14. Pharmacy 2 15. Teachers College 602 a. Undergraduates 692 b. Graduates 2,921 c. Unclassified 1,220 16. Library Service 80 Total I and II 13,857 D. STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS 1. Not engaged in Teaching 5,009 I. Not engaged in Teaching 8,848 63.85 Elementary Schools 2,974 Secondary Schools 2,974 Secondary Schools 2,974 In Industrial Schools 214 Industrial Schools 214 Industrial Schools 214 < | a. Columbia College | | |
| 4. Law | 2. Barnard College | 114 | |
| S. Medicine | 3. Mines, Engineering and Chemistry | | |
| 6. Architecture 15 7. Political Science 313 8. Philosophy 604 9. Pure Science 267 10. Ph. D. in Education 28 11. Business 66 12. Journalism 14 13. Dentistry 0 14. Pharmacy 2 15. Teachers College 692 a. Undergraduates 2,921 c. Unclassified 1,220 16. Library Service 80 Total I and II D. STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS I. Not engaged in Teaching 8,848 Elementary Schools 2,974 Secondary Schools 2,974 Secondary Schools 2,974 Secondary Schools 2,974 Industrial Schools 214 Industrial Schools 214 Industrial Schools 214 Injustricted 171 Special Teachers 127 Private School 20 Superintendents 171 Special Teachers 127 Private School < | 5. Medicine | 3 | |
| 8. Philosophy 604 9. Pure Science 2267 10. Ph.D. in Education 28 11. Business 66 12. Journalism 114 13. Dentistry 0 14. Pharmacy 2 15. Teachers College a. Undergraduates 2,921 c. Unclassified 1,220 16. Library Service 80 Total I and II 13,857 SIUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS I. Not engaged in Teaching 8,848 Elementary Schools 2,974 Secondary Schools 2,974 Secondary Schools 2,974 Secondary Schools 3,500 Higher Educational Institutions 868 Normal Schools 214 Industrial Schools 11 Principals 38 Assistant Principals 26 Superintendents 171 Special Teachers 177 Librarians 20 Technical Schools 277 Librarians 20 Technical Schools 277 Librarians 20 Technical Schools 277 Hospitals 33 Vocational Schools 277 Hospitals 37 Business Schools 20 Institutes 22 | 6. Architecture | | |
| 11. Business | 8. Philosophy | 604 | |
| 11. Business | 9. Pure Science | | |
| 13. Dentistry. 0 14. Pharmacy 2 15. Teachers College 692 b. Graduates 2,921 c. Unclassified 1,220 16. Library Service 80 Total I and II J. Not engaged in Teaching 5,009 II. Not engaged in Teaching 8,848 Elementary Schools 2,974 Secondary Schools 3,500 Higher Educational Institutions 868 Normal Schools 214 Industrial Schools 11 Principals 26 Supervisors 256 Superintendents 171 Special Teachers 127 Private School Teachers 127 Librarians 20 Technical Schools 33 Vocational Schools 27 Hospitals 51 State Inspectors 37 Business Schools 20 Institutes 22 | II. Business | | |
| 14. Pharmacy 2 15. Teachers College a. Undergraduates 602 b. Graduates 2,921 c. Unclassified 1,220 16. Library Service 80 80 Total I and II 13,857 | | | |
| a. Undergraduates 692 b. Graduates 2,921 c. Unclassified 1,220 16. Library Service 80 Total I and II D. STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS I. Not engaged in Teaching 8,848 Elementary Schools 2,974 Secondary Schools 2,974 Secondary Schools 2,974 Higher Educational Institutions 868 Normal Schools 214 Industrial Schools 11 Principals 358 Assistant Principals 26 Supervisors 256 Superintendents 171 Special Teachers 127 Private School Teachers 127 Librarians 20 Technical Schools 27 Hospitals 33 Vocational Schools 27 Hospitals 37 Business Schools 20 Institutes 22 | 13. Dentistry | | |
| b. Graduates 2,921 c. Unclassified 1,220 16. Library Service 80 Total I and II 13,857 D. STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS I. Not engaged in Teaching 5,000 II. Engaged in Teaching 8,848 Elementary Schools 2,974 Secondary Schools 2,974 Secondary Schools 1,3500 Higher Educational Institutions 868 Normal Schools 214 Industrial Schools 214 Industrial Schools 214 Industrial Schools 215 Assistant Principals 26 Superintendents 25 Superintendents 171 Special Teachers 127 Private School Teachers 127 Librarians 20 Technical Schools 27 Hospitals 51 State Inspectors 37 Private Teachers 37 Business Schools 20 Institutes 37 Business Schools 20 Institutes 37 Business Schools 22 Institutes 38 Business Schools 20 Institutes 37 Business Schools 22 Institutes 37 Business Scho | 15. Teachers College | 600 | |
| c. Unclassified 1,220 16. Library Service 80 Total I and II D. STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS I. Not engaged in Teaching 8,848 II. Engaged in Teaching 8,848 Elementary Schools 2,974 Secondary Schools 3,500 Higher Educational Institutions 868 Normal Schools 214 Industrial Schools 11 Principals 358 Assistant Principals 26 Supervisors 256 Superintendents 171 Special Teachers 127 Private School Teachers 127 Librarians 20 Technical Schools 27 Hospitals 51 State Inspectors 37 Business Schools 20 Institutes 22 | | | |
| Total I and II. I 3,857 | c. Unclassified | | |
| D. STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS I. Not engaged in Teaching | | | |
| I. Not engaged in Teaching 5.009 36.19 II. Engaged in Teaching 8,848 63.89 Elementary Schools 2,974 Secondary Schools 3,500 Higher Educational Institutions 868 Normal Schools 214 Industrial Schools 11 Principals 358 Assistant Principals 26 Supervisors 256 Superintendents 171 Special Teachers 127 Private School Teachers 127 Librarians 20 Technical Schools 33 Vocational Schools 27 Hospitals 51 State Inspectors 37 Business Schools 20 Institutes 22 | | 13,857 | |
| H. Engaged in Teaching. 8,848 63.88 | | | |
| Élementary Schools 2,974 Secondary Schools 3,500 Higher Educational Institutions 868 Normal Schools 214 Industrial Schools 11 Principals 358 Assistant Principals 26 Supervisors 256 Superintendents 171 Special Teachers 127 Private School Teachers 127 Librarians 20 Technical Schools 33 Vocational Schools 27 Hospitals 51 State Inspectors 3 Private Teachers 37 Business Schools 20 Institutes 22 | II Engaged in Teaching | 5,009 8.848 | |
| Normal Schools 214 Industrial Schools 11 Principals 358 Assistant Principals 26 Supervisors 256 Superintendents 171 Special Teachers 127 Private School Teachers 127 Librarians 20 Technical Schools 33 Vocational Schools 27 Hospitals 51 State Inspectors 3 Private Teachers 37 Business Schools 20 Institutes 22 | Elementary Schools | 2,974 | 50.55 |
| Normal Schools 214 Industrial Schools 11 Principals 358 Assistant Principals 26 Supervisors 256 Superintendents 171 Special Teachers 127 Private School Teachers 127 Librarians 20 Technical Schools 33 Vocational Schools 27 Hospitals 51 State Inspectors 3 Private Teachers 37 Business Schools 20 Institutes 22 | Secondary Schools | 3,500 868 | |
| Industrial Schools | Normal Schools | 214 | |
| Supervisors. 256 Superintendents. 171 Special Teachers. 127 Private School Teachers. 127 Librarians. 20 Technical Schools. 33 Vocational Schools. 27 Hospitals. 51 State Inspectors. 3 Private Teachers. 37 Business Schools. 20 Institutes. 22 | Industrial Schools | | |
| Supervisors. 256 Superintendents. 171 Special Teachers. 127 Private School Teachers. 127 Librarians. 20 Technical Schools. 33 Vocational Schools. 27 Hospitals. 51 State Inspectors. 3 Private Teachers. 37 Business Schools. 20 Institutes. 22 | Assistant Principals. | | |
| Special Teachers 127 Private School Teachers 127 Librarians 20 Technical Schools 33 Vocational Schools 27 Hospitals 51 State Inspectors 3 Private Teachers 37 Business Schools 20 Institutes 22 | Supervisors | | |
| Private School Teachers 127 Librarians 20 Technical Schools 33 Vocational Schools 27 Hospitals 51 State Inspectors 3 Private Teachers 37 Business Schools 20 Institutes 22 | Special Teachers | | |
| Technical Schools 33 Vocational Schools 27 Hospitals 51 State Inspectors 3 Private Teachers 37 Business Schools 20 Institutes 22 | Private School Teachers | 127 | |
| Vocational Schools 27 Hospitals 51 State Inspectors 3 Private Teachers 37 Business Schools 20 Institutes 22 | Librarians | | |
| State Inspectors. 3 Private Teachers 37 Business Schools. 20 Institutes. 22 | Vocational Schools | 27 | |
| Private Teachers 37 Business Schools 20 Institutes 22 | Hospitals | | |
| Institutes | Private Teachers | 37 | |
| | Business Schools | | |
| | College Presidents | | |
| Total I and II | | | |

| Classification | Number | Per- centage |
|---|-------------------------|-----------------|
| . STUDENTS CLASSIFIED ACCORDING TO RESIDENCE | | |
| North Atlantic Division: | | |
| Connecticut | 436 | |
| Maine | 85 | |
| Massachusetts | 385 | |
| New Hampshire | 80 | |
| New Jersey | 1,010 | |
| *New York: | | |
| Outside of New York City | 1,461 | |
| Manhattan and Bronx | 1,978 | |
| Queens | 191 | |
| Richmond | 36 | |
| Brooklyn | 788 | |
| *Total, 4, 454 Pennsylvania | | |
| Rhode Island | 1,221 | |
| Vermont | 71 64 | |
| V CI III OIL | | |
| Total North Atlantic Division | 7,786 | 56.10 |
| 1 Out I or on I indicate Decision | 7,700 | 30.19 |
| South Atlantic Division: | | |
| Delaware | 27 | |
| District of Columbia | 172 | |
| Florida | 126 | |
| Georgia | 236 | |
| Maryland | 289 | |
| North Carolina | 325 | |
| South Carolina | 180 | |
| Virginia | 299 | |
| West Virginia | 161 | |
| Total South Atlantic Division | 1,815 | 13.10 |
| North Central Division: | | |
| Illinois | 266 | |
| Indiana | 353 | |
| Iowa | 147 | |
| Kansas | 161 | |
| Michigan | 304 | |
| Minnesota | 167 | |
| Missouri | 296 | |
| Nebraska North Dakota | 98 | |
| South Dakota. | 19 | |
| Wisconsin | 34 120 | |
| Ohio. | 696 | |
| | | |
| Total North Central Division | 2,670 | 19.27 |
| South Central Division: | | |
| | 148 | |
| Alabama | 54 | |
| AlabamaArkansas | | |
| Alabama Arkansas Louisiana | 45 | |
| Alabama Arkansas Louisiana Kentucky | 145 | |
| Alabama Arkansas Louisiana Kentucky Oklahoma | 145 104 | |
| Alabama Arkansas Louisiana Kentucky Oklahoma Mississippi | 145 104 66 | |
| Alabama Arkansas Louisiana Kentucky Oklahoma Mississippi Tennessee | 145 104 66 109 | |
| Alabama Arkansas Louisiana Kentucky Oklahoma Mississippi | 145 104 66 | |

| Classification | Number | Per- centage |
|--|--------|-----------------|
| Western Division: | | |
| Arizona | 6 | |
| | - | |
| California | III | |
| Colorado | 54 | |
| Idaho | 12 | |
| Montana | II | 1 |
| Nevada | I | |
| New Mexico | 5 | |
| Oregon | 27 | |
| Utah | II | 1 |
| Washington | 30 | |
| Wyoming | 7 | |
| Total Wastern Division | | |
| Total Western Division. | 275 | 1.90 |
| Insular and Non-Contiguous Territories: | | |
| Hawaiian Islands | 10 | - |
| Alaska | 0 | |
| Porto Rico | 42 | |
| Philippine Islands | 9 | |
| Canal Zone | 2 | |
| Total Insular and Non-Contiguous Territories | 63 | 0.45 |
| Total (United States) | 13,571 | |
| Foreign Countries: | | |
| Brazil | 3 | |
| British West Indies. | 3 | |
| | | |
| Canada | 132 | |
| Chile | 3 | |
| China | 40 | |
| Costa Rica | 2 | |
| Cuba | τ7 | |
| Czechoslovakia | I | |
| Dominican Republic | I | |
| Egypt | I | |
| England | 4 | |
| France | I | |
| Germany | 6 | |
| Greece | I | |
| Guatemala | I | |
| Hungary | ī | |
| India | 4 | |
| Japan | 20 | |
| Korea | 6 | |
| | | |
| Lithuania | I | |
| Mesopotamia (Irac) | I | |
| Mexico | 7 | |
| Newfoundland | 2 | |
| Norway | I | |
| Palestine | 2 | |
| Persia | I | |
| Peru | 2 | |
| Poland | 3 | |
| Russia | 6 | |
| Scotland | I | |
| Spain | 2 | |
| Sweden | I | |
| Switzerland | 4 | |
| Syria | 2 | |
| Turkey | 2 | |
| West Africa | 2 | |
| | 286 | 2.06 |

| Subjects | Number of Courses | Number of Registrations |
|---------------------------|----------------------|----------------------------|
| AGGREGATE ATTENDANCE ON | | |
| Courses: | | |
| Accounting | 8 | 126 |
| AdvertisingAnatomy | 3 1 | 89 |
| Anthropology | I | 47 |
| Architecture | 12 | 103 |
| Astronomy | 2 | 51 |
| Bacteriology | I 2 | 30 |
| BankingBiochemistry | 5 | 50 |
| Biology | ž | 160 |
| Bookkeeping | I | 18 |
| Botany. Business English | 6 1 | 63 |
| Cancer Research | I | 32 |
| Chemical Engineering. | 6 | 37 |
| Chemistry | 43 | 659 |
| T. C. Chemistry | 7 | 62 |
| Clothing | 13 | 275 326 |
| Contemporary Civilization | 2 | 23 |
| Cookery | 16 | 346 |
| Drafting | 4 | 36 |
| T. C. Drawing Economics | 10 | 15 418 |
| Education | 295 | 17,943 |
| Electrical Engineering | 4 | 63 |
| English | 45 | 2,038 |
| Finance | 2 | 67 |
| Fine Arts | 40 30 | 901 860 |
| Geography | .15 | 179 |
| Geology | 5 | 29 |
| German | 10 | 187 |
| Government Greek. | 4 5 | 63 |
| History | 25 | 1,360 |
| Household Economics | 4 | 66 |
| Household Engineering | 4 | 26 |
| House Management | 2 9 | 55 297 |
| Industrial Arts | I | 5 |
| Institution Management | 3 6 | 81 |
| Italian | | III |
| Japanese | 2 2 | 10 51 |
| Latin | 18 | 409 |
| Law | 18 | 444 |
| Library Service | 16 | 595 |
| Marketing | 2 14 | 596 |
| Metalworking | I I | 12 |
| Museum Administration | I | 9 |
| Music | II | 182 |
| T. C. Music | 46 | 523 16 |
| Nursing | 8 | 256 |
| Nutrition | 5 | 72 |
| Parliamentary Law | 2 | 9 |
| Penmanship | 1 8 | 25 |
| Philosophy | 8 2 | 252 49 |
| Physical Education | 39 | 1,040 |
| Physical Training | 5 | 494 |
| Physics | 16 | 253 |
| Physiology | 5 1 | 37 |
| Tractice of intericule | 1 | 20 |

| Subjects | Number of Courses | Number of Registrations | |
|----------------------------|----------------------|----------------------------|--|
| Psychology | 13 | 575 | |
| Public Health | 2 | 0 | |
| Public Law | 4 | 85 | |
| Real Estate | i | 36 | |
| Religion | Ī | 20 | |
| Russian | 2 | 7 | |
| Secretarial Correspondence | 2 | 18 | |
| Social Science | 4 | 141 | |
| Sociology | ż | 234 | |
| Spanish | 14 | 288 | |
| Speech | 6 | 304 | |
| Statistics | 3 | 50 | |
| Stenography | 3 | 74 | |
| Textiles | 2 | 37 | |
| Typewriting | 2 | 73 | |
| Zoology | 3 | 104 | |
| | 3 | | |
| Total | 953 | 34,889 | |

Respectfully submitted,

Edward J. Grant,

Registrar

September 1, 1927

STATISTICS REGARDING THE TEACHING AND ADMINISTRATIVE STAFF FOR THE ACADEMIC YEAR 1926-27

SUMMARY OF OFFICERS [See p. 41]

VACANCIES

By Death, Resignation, Retirement, or Expiration of Term of Appointment, occurring, unless otherwise indicated, on June 30, 1927

JAIME BAGUE, V.M.D., Lecturer on Tropical Diseases of Lower Animals RUBERT S. ANDERSON, Ph.D., Instructor in Physiology ELIZABETH G. BALDWIN, Librarian of Teachers College [Died June 21, 1927]

[Died June 21, 1927]
O. W. BARRETT, B.S., Lecturer on Tropical Food Plants
H. LAMBERT BIBBY, M.D., Assistant in Diseases of Children
JOSEPH W. BINGHAM, J.D., Visiting Professor of Law
AVERELL M. BROUGHTON, A.M., Instructor in English
C. ALFRED BROWN, M.D., Instructor in Psychiatry
KATHARINE M. BROWNE, A.B., Assistant in Botany
HOMER L. BRYANT, A.M., Assistant in Physiology
BARNARD C. BULLEN, M.D., Instructor in Medicine

[May 1, 1927]

EMILY BURCHELL, Lecturer in Physical Education

CLAUDIUS V. CALVIN, M.D., Assistant in Diseases of Children

EARL C. CAMPBELL, Ph.D., Instructor in Government

HERBERT SWIFT CARTER, M.D., Assistant Clinical Professor of Medicine [Died Oct. 25, 1927]

ALDO CASTELLANI, M.D., Visiting Lecturer in School of Tropical Medicine ROBERT P. CHAMPOMIER, Lecturer in French

[May 1, 1927]

LEO J. CHASSEE, A.M., Lecturer in Banking

ANDREW C. Y. CHENG, A.M., Lecturer in Chinese

THOMAS F. CLONEY, D.M.D., Assistant Professor of Operative Dentistry GEORGE A. Coe, Ph.D., LL.D., Professor of Education

[Feb. 1, 1927]

CARL Y. CONNOR, Ph.D., Instructor in English

MELVILLE T. Cook, Ph.D., Lecturer on Tropical Botany and Plant Pathology

WILLIAM T. COUNCILMAN, LL.D., Visiting Lecturer in School of Tropical Medicine

E. HARVEY CUSHING, M.D., Assistant in Medicine

MILTON J. DAVIES, A.B., Associate Director of University Extension [Died July 27, 1927]

PAUL L. DAY, A.M., Assistant in Chemistry

Moses Diamond, D.D.S., Assistant Professor of Operative Dentistry John W. Dickinson, D.M.D., Professor of Prosthetic Dentistry [Feb. 1, 1927]

MORRIS A. DOLLIVER, A.M., Assistant in Chemical Engineering Jules Drach, D. ès Sc., Visiting French Professor of Mathematics

JAMES G. DWYER, M.D., Associate in Bacteriology

OLIVER L. FASSIG, Ph.D., Lecturer in Tropical Climatology

Bernard FāŸ, D. ès L., Visiting Professor of History, Spring Session Ruth Gaines, A.B., Research Assistant in Physiology

[Dec. 1, 1926]

ROBERT C. GARTH, A.B., Lecturer in Physics

GEORGE H. GENZMER, A.M., Instructor in English

JAMES GREENOUGH, M.D., Instructor in Anatomy and in Surgery

LEAH GREGG, A.B., Instructor in Physical Education

HAZEL F. GROVER, B.S., Research Assistant in Industrial Hygiene [Nov. 1, 1927]

JAMES GUTMANN, A.M., Lecturer in Philosophy

EDWIN W. HALE, Associate in Metallurgy

[Died May 22, 1927]

FRANK H. HANKINS, Ph.D., Associate in Sociology, Spring Session

EMILY E. HANNUM, A.M., Assistant in Physics

WALLACE K. HARRISON, Associate in Design

[Nov. 16, 1927]

BENJAMIN HARROW, Ph.D., Associate in Biological Chemistry

MELVILLE J. HERSKOVITS, Ph.D., Lecturer in Anthropology

EDWIN B. HEWES, A.M., Instructor in History

MINER C. HILL, M.D., Associate in Diseases of Children

FRIEDRICH HIRTH, Ph.D., Dean Lung Professor of Chinese, retired [Died Jan. 9, 1927]

MARGARET R. HITCHCOCK, A.M., Assistant in Geology

JEANNOT HOSTMANN, Ph.G., Associate Professor of Chemistry in the College of Pharmacy

[Died Nov. 11, 1926]

GRACE A. HUBBARD, A.M., Associate Professor of English

GEORGE S. HUNTINGTON, M.D., LL.D., Sc.D., Emeritus Professor of Anatomy

[Died Jan. 5, 1927]

ELIZABETH B. HURLOCK, Ph.D., Lecturer in Psychology, Spring Session JAMES HUTTON, A.M., Instructor in Greek and Latin

JEAN ITURBE, M.D., Visiting Lecturer in School of Tropical Medicine HERBERT F. JACKSON, M.D., Assistant in Diseases of Children

JOHN H. JOHNSON, LL.B., Lecturer in Law

CECIL V. JOHNSTON, M.D., Assistant in Medicine

James P. Kelleher, M.D., Instructor in Psychiatry [October 15, 1927]

JAMES F. KEMP, Sc.D., LL.D., Professor of Geology

[Died Nov. 17, 1926] HOMER D. KESTEN, M.D., Assistant in Pathology

Cassius J. Keyser, LL.D., Adrain Professor of Mathematics

EUGENE A. KHOLODOVSKY, Assistant in Mathematics

CHARLES G. KING, Ph.D., Research Assistant in Food Chemistry

THOMAS J. KIRWIN, M.D., Instructor in Anatomy

ANITA E. KLEIN, A.M., Instructor in Greek and Latin

OTTO KLINEBERG, M.D., Assistant in Psychology

ELIZABETH LA BARRE, A.B., Research Assistant in Physiology in Industrial Hygiene

[Nov. 30, 1927]

FRANK A. LEERS, M.S., Lecturer in Business Administration, Spring Session

CLARENCE I. LEWIS, Ph.D., Visiting Professor of Philosophy

HUGH G. LIEBER, A.M., Instructor in Mathematics

EDWARD J. LORENZE, JR., M.D., Assistant in Diseases of Children

FREDERICK H. LUND, Ph.D., Instructor in Psychology

HUBBARD LYNCH, M.D., Instructor in Surgery [May 26, 1927]

FRED C. MABEE, Ph.D., Assistant in Food Chemistry [Jan. 31, 1927]

WILLIAM W. MACALPINE, A.M., Assistant in Physics

VINCENT J. McAuliffe, M.D., Assistant in Obstetrics and Gynecology

JOHN D. McCarthy, M.D., Instructor in Psychiatry

EUGENE M. McColm, Ph.D., Assistant in Chemistry

CHARLES T. McFarlane, D.Pd., Professor of Geography and Controller of Teachers College

KATHARINE MACKAY, A.M., Assistant in English

GEORGE M. MACKENZIE, M.D., Associate Professor of Medicine [May 1, 1927]

THOMAS F. MACKENZIE, A.M., Instructor in Economics

EARL B. McKinley, M.D., Associate Professor of Bacteriology

Angus M. McLeod, M.B., Assistant in Pathology

FRANK M. McMurry, Ph.D., Professor of Education

HARRIET D. McPherson, A.B., Associate in Cataloguing

MARIA DE MAEZTU, Litt.D., Visiting Professor of Spanish, Spring Session

H. NORTON MAWHINNEY, M.D., Assistant in Medicine

EDITH W. MILNER, A.B., Assistant in Food Chemistry

JOHN F. MOORE, M.D., Assistant in Medicine

ROBERT B. MORGAN, Ph.B., Assistant in Physics

[Dec. 31, 1926]

LINDA H. MORLEY, Lecturer in Special Libraries, Spring Session

ERNST F. MULLER, M.D., Associate in Dermatology
EDWARD G. MURPHY, D.D.S., Assistant in Orthodontia
Tomas Navarro, Visiting Lecturer in Spanish, Spring Session
Josephine B. Neal, M.D., Assistant in Medicine
Wanda F. Neff, A.M., Lecturer in English, Spring Session
Mary Nevin, Assistant Professor of Bacteriology
Foster C. Nix, M.S., Assistant in Metallurgy
G. Bernard Noble, A.M., Lecturer in Government
Rafael L. Nusa, M.D., Lecturer in Tropical Surgery
Zena C. O'Connor, A.M., Assistant in Psychology
William F. Ogburn, Ph.D., Professor of Sociology
Marguerite M. Olinger, A.M., Lecturer in French
Charles H. Peck, M.D., LL.D., Professor of Clinical Surgery
[Died March 28, 1927]

FRANK G. PEDLEY, M.D., Assistant Professor of Medicine in Industrial Hygiene

OSCAR V. PETTY, A.M., Instructor in French [Died Aug. 26, 1927]

HERBERT J. PHILLIPS, A.B., Lecturer in Philosophy

HAROLD F. PIERCE, B.S., Associate in Physiology

HENRIETTE PIERROT, A.B., Lecturer in French FREDERICK A. PLATTE, Instructor in Physics

ARTHUR W. POLLISTER, A.B., Assistant in Zoology

ALTON S. POPE, M.D., Assistant Professor of Epidemiology

[Jan. 1, 1927]
MILDRED H. POPE, B.L., Lecturer on School Libraries, Spring Session
LENORE St. John Power, Lecturer on Children's Library Work, Spring
Session

MARY A. PRENTISS, A.M., Lecturer in Economics

ROSA E. PRIGOSEN, M.D., Assistant in Cancer Research

MARY PUTNAM, M.D., Assistant in Diseases of Children

ABRAHAM M. RABINER, M.D., Instructor in Neurology

PAULETTE REGNAUD, Lecturer in French, Spring Session

GEORGE T. RENNER, JR., Ph.D., Instructor in Economic Geography

FRANK E. RIANS, D.D.S., Assistant in Orthodontia

GEORGE L. ROHDENBURG, M.D., Associate in Cancer Research [Dec. 1, 1926]

PAUL S. ROLLER, A.M., Assistant in Chemistry

MICHAEL I. ROSTOVTZEFF, Litt.D., Lecturer in History

JAMES E. RUSSELL, Ph.D., LL.D., Dean of Teachers College

THOMAS W. SALMON, M.D., Professor of Psychiatry [Died Aug. 13, 1927]

MARK J. SCHOENBERG, M.D., Instructor in Ophthalmology

ANDREW W. SELLARDS, M.D., Visiting Lecturer in School of Tropical

JACK SCHULTZ, A.M., Assistant in Zoology

CARROL M. SHANKS, LL.B., Lecturer in Law
T. Leslie Shear, Ph.D., Associate in Greek Archaeology
Herbert N. Shenton, Ph.D., Assistant Professor of Sociology
IRVING SHIMKIN, M.D., Assistant in Diseases of Children
CHARLES M. SLACK, Ph.D., Instructor in Physics
WALTER C. A. STEFFEN, M.D., Assistant in Diseases of Children
[Oct. 1, 1927]

RUBEN STEINHOLZ, M.D., Assistant in Diseases of Children MARSHALL H. STONE, Ph.D., Instructor in Mathematics JENNETTE R. TANDY, Ph.D., Assistant in English [Nov. 1, 1927]

WILLIAM T. TAYLOR, A.B., Assistant to the Dean of the Law School |Nov. I, 1927|

VITO G. TOGLIA, A.M., Instructor in Italian

ARTURO TORREGROSA, M.D., Clinical Professor of Tropical Medicine

ALVIN S. TOSTLEBE, Ph.D., Associate in Economics

CHAPLIN TYLER, M.S., Associate in Journalism

FRANK T. VAN WOERT, M.D.S., Professor of Clinical Dentistry and Director of the School of Dental and Oral Surgery
[Died Sept. 1, 1927]

GEORGE WASCHECK, E.E., Instructor in Electrical Engineering

DONALD F. WEEKES, A.B., Assistant in Physics

ROBERT F. WEIR, M.D., Emeritus Professor of Surgery [Died April 6, 1927]

DEANE R. WHITE, Ph.D., Instructor in Physics J. STEWART WILLIAMS, B.S., Assistant in Physics

Francis Winkler, E.E., Assistant in Electrical Engineering [May 31, 1927]

HERBERT P. WOODWARD, A.B., Instructor in Geology PHILLP N. YOUTZ, A.M., Lecturer in Philosophy

PROMOTIONS

To take effect, unless otherwise indicated, July 1, 1927

| Name | From | To | Subject |
|--------------------------|------------|------------|--------------|
| RUTH ANDRUS, Ph.D. | Assistant | Associate | Education |
| | Professor | Professor | |
| Ansten Anstensen, A.B. | Lecturer | Instructor | German |
| ALVAN L. BARACH, M.D. | Assistant | Instructor | Medicine |
| WALTER R. BEAVEN, D.D.S. | Assistant | Instructor | Pharmacology |
| GOTTLIEB A. BETZ, Ph.D. | Instructor | Assistant | German |
| | | Professor | |
| Dino Bigongiari, A.B. | Associate | Professor | Italian |
| | Professor | | |

| Name | From | To | Subject |
|-----------------------------|------------------------|------------------------|-------------------------------|
| RALPH H. BLANCHARD, Ph.D. | Assistant | Associate | Insurance |
| | Professor | Professor | |
| JAMES C. BONBRIGHT, Ph.D. | Associate Professor | Professor | Finance |
| ROBERT H. BOWEN, Ph.D. | Assistant Professor | Associate Professor | Zoology |
| John H. Brebner, Ph.D. | Instructor | Assistant Professor | History |
| LEWIS N. BROWN, Phar.D. | Assistant Professor | Associate Professor | Pharmacy |
| E. Everett Bunzel, M.D. | Instructor | Associate | Obstetrics and Gynecology |
| CHARLES E. CAVERLY, M.D. | Instructor | Associate | Obstetrics and Gynecology |
| Ada R. Clark, A.M. | Assistant | Instructor | 0, |
| Donald L. Clark, Ph.D. | Assistant Professor | Associate Professor | English |
| MATHER CLEVELAND, M.D. | Associate | Assistant Professor | Anatomy |
| WILLIAM T. COOKE, A.M. | Assistant | Lecturer | Physics |
| LEON H. CORNWALL, M.D. | Associate | Assistant Professor | Neurology |
| James A. Corscaden, M.D. | Associate | Assistant Professor | Clinical Gyn- ecology |
| OSCAR COSTA-MANDRY, M.D. | Instructor | Associate | Pathology and Bacteriology |
| George J. Cox, A.R.C.A. | Assistant Professor | Professor | Fine Arts |
| Howard R. Craig, M.D. | Assistant | Instructor | Diseases of Children |
| RAY H. CRIST, Ph.D. | Lecturer | Instructor | Chemistry |
| FREDERICK E. CROXTON, Ph.D. | Associate | Assistant Professor | Statistics |
| MILTON C. DEL MANZO, Ph.D. | Assistant Professor | Associate Professor | Education |
| WILLIAM O. DOUGLAS, LL.B. | Lecturer | Assistant Professor | Law |
| FANNIE W. DUNN, Ph.D. | Assistant Professor | Associate Professor | Education |
| Wallace J. Eckert, A.B. | Assistant | Instructor | Astronomy |
| JOSEPH FELD, Chem.E. | Assistant | Instructor | Mathematics |
| Antonio Fernos-Isern, M.D. | Instructor | Assistant Professor | Hygiene |

| Name | From | To | Subject |
|---|------------------------|------------------------------------|--------------------------------------|
| JAMES K. FINCH, A.M. | Associate Professor | Professor | Civil Engi- neering |
| Dixon R. Fox, Ph.D. | Associate Professor | Professor | History |
| W. R. Galbreath, M.D. | Instructor | Clinical Professor | Tropical Medicine |
| PAUL H. GARRETT, A.B. | Assistant Lecturer | Lecturer | Physics |
| WILLIAM CABELL GREET, Ph.D. HARBECK HALSTED, M.D. | Associate | Instructor Assistant | Obstetrics and |
| WILLIAM W. HERRICK, M.D. | Associate Professor | Professor Professor | Gynecology Clinical Med- icine |
| George W. Hibbitt, A.M. | Lecturer | Instructor | 0 |
| WARREN HILDRETH, M.D. | Associate | Associate Clinical Professor | Obstetrics |
| ARTHUR W. HIXON, Ph.D. | Associate Professor | Professor | Chemical Engineering |
| MARY E. HOPPER, M.S. | Assistant | Lecturer | Botany |
| HENRY T. HOWARD, A.M. | Assistant | Associate | Design |
| Melville Humbert, B.S. | Assistant | Instructor | 0, |
| JAMES INOUYE, Ph.D. | Assistant | Instructor | Biological |
| Approxim T. Import p. A. R. | Assistant | Instructor | Chemistry Psychology |
| ARTHUR T. JERSILD, A.B. PHILIP C. JESSUP, LL.B. | Lecturer | Assistant | International |
| PHILIP C. JESSUP, LL.B. | Lecturer | Professor | Law |
| CARL F. KAYAN, Mech.E. | Assistant | Instructor | Mechanical Engineering |
| SAMUEL J. KIEHL, Ph.D. | Assistant Professor | Associate Professor | Chemistry |
| THOMAS B. KIRKPATRICK, A.M. | Lecturer | Associate Professor | Physical Ed- ucation |
| RALPH DEL. KRONIG, Ph.D. | Lecturer | Assistant Professor | Physics |
| DANIEL H. KULP, II, Ph.D. | Assistant Professor | Associate Professor | Education |
| Joseph C. Lauber | Instructor | Associate | Architecture |
| RICHARD W. LINTON, A.M. | Assistant | Instructor | Bacteriology |
| Robert T. Livingston, M.E. | Instructor | Assistant | Mechanical |
| | | Professor | Engineering |
| KARL N. LLEWELLYN, J.D. | Associate Professor | Professor | Law |
| WILLIAM A. McCall, Ph.D. | Associate Professor | Professor | Education |

| Name | From | To | Subject |
|---|-------------------------------------|-------------------------------------|------------------------------------|
| Joseph F. McCarthy, M.D. | Assistant Professor | Associate Professor | Urology |
| GRACE MACLEOD, Ph.D. | Assistant Professor | Associate Professor | Nutrition |
| ARTHUR W. MACMAHON, Ph.D. | Assistant Professor | Associate Professor | Government |
| Roswell F. Magill, J.D. | Associate Professor | Professor | Law |
| Frederick C. Mills, Ph.D. | Associate Professor | Professor | Statistics |
| Douglas Moore, Mus.Bac. | Associate | Assistant Professor | Music |
| PAUL R. MORT, Ph.D. | Assistant Professor | Associate Professor | Education. |
| HENRI F. MULLER, Ph.D. | Associate Professor | Professor | French |
| ARTHUR E. NEERGAARD, M.D. | Assistant Clinical Professor | Associate Professor | Clinical Medicine |
| CHARLES PACKARD, Ph.D. | Associate | Assistant Professor | Zoology |
| RICHARD N. PIERSON, M.D. | Instructor | Associate | Obstetrics and Gynecology |
| Albert T. Poffenberger, Ph.D. | Associate Professor | Professor | Psychology |
| SAMUEL R. POWERS, Ph.D. | Associate Professor | Professor | Natural Sciences |
| HENRY W. RAUDENBUSH, JR., A.M. MORTIMER W. RAYNOR, M.D. | Assistant Assistant Professor | Instructor Clinical Professor | Mathematics Psychiatry |
| WILLIAM D. REEVE, Ph.D. | Associate Professor | Professor | Mathematics |
| GRACE P. RICE, Ph.D. | Instructor | Assistant Professor | Chemistry |
| HENRY A. RILEY, M.D. | Assistant Professor | Associate Professor | Neurology and Neuro- Anatomy |
| JOSEPH F. RITT, Ph.D. | Assistant Professor | Associate Professor | Mathematics |
| LINDSAY ROGERS, Ph.D. | Associate Professor | Professor | Public Law |
| Martin O. de la Rosa, M.D. | Instructor | Assistant Professor | Communi- cable Diseases |
| Joshua Rosett, M.D. | Instructor | Associate | Neurology |

| Name | From | To | Subject |
|----------------------------|------------|------------------------|--------------|
| MAXWELL H. SAVELLE, A.M. | Lecturer | Instructor | History |
| HUGO H. SCHAEFER, Phar.D. | Assistant | Associate | Chemistry |
| | Professor | Professor | |
| PAUL B. SHELDON, M.D. | Assistant | Instructor | Medicine |
| CHARLES HENDEE SMITH, M.D. | Clinical | Professor | Diseases of |
| | Professor | | Children |
| Byron P. Stookey, M.D. | Associate | Assistant | Neurology |
| | | Professor | and Neuro- |
| | | | Surgery |
| OLIVER S. STRONG, Ph.D. | Associate | Professor | Neurology |
| | Professor | | and Neuro- |
| | | | Histology |
| Horace Taylor, A.M. | Instructor | Associate | Economics |
| CLIFFORD B. UPTON, A.M. | Associate | Professor | Mathematics |
| | Professor | | |
| ROYAL C. VAN ETTEN, M.D. | Associate | Assistant | Clinical Ob- |
| | | Professor | stetrics and |
| | | | Gynecology |
| George C. Vedova, A.M. | Assistant | Instructor | Mathematics |
| CARL J. WARDEN, Ph.D. | Instructor | Assistant | Psychology |
| | | Professor | |
| ISRAEL S. WECHSLER, M.D. | Assistant | Associate | Clinical |
| | Professor | Professor | Neurology |
| CHARLES WEISS, M.D. | Associate | Assistant Professor | Bacteriology |
| H. Hugh Willis, A.B. | Assistant | Instructor | Physics |

CHANGES OF TITLE

To take effect, unless otherwise indicated, July 1, 1927

| Name | From | To |
|-------------------------|------------------------------------|---|
| Antonio Arbona, M.D. | Instructor in Uncinariasis | Instructor in Malaria and Malaria Preven- tion |
| Juan G. Bajandas, M.D. | Instructor in Malaria | |
| ALICE M. B. BURKE, M.D. | Instructor in Clinical Pathology | Instructor in Pathology |
| GARRY N. BURKE, M.D. | Instructor in Tropical Medicine | Instructor in Tropical Medi- cine and Surgery |

| Name | From | To |
|--------------------------------|---|---|
| DONALD H. DAVENPORT, Ph.D. | Assistant Professor of Business Statistics | Assistant Pro- fessor of Sta- tistics |
| Bashford Dean, Ph.D. | Professor of Vertebrate Zoology | Honorary Pro- fessor of Verte- |
| Walter C. Earle, M.D. | Instructor in Malaria | brate Zoology Instructor in Malaria and Ma- laria Prevention |
| LUTHER C. GOODRICH, A.M. | Instructor in Chinese | |
| Francisco J. Hernandez, M.D. | Professor of Clinical Bacteriology | Professor of Clinical Path- ology |
| Margaret Holden, A.M. | Assistant in Bacteriology | Research Assistant in Bacteriology |
| Harriet D. MacPherson, A.B. | Associate in Cataloguing | Instructor in Cataloguing and Classification |
| Paul Monroe, Ph.D., LL.D. | Professor of Education | Barnard Profes- sor of Education |
| PEDRO N. ORTIZ, M.D. | Professor of Hygiene and Transmissible Diseases | |
| George C. Payne, M.D. | Instructor in Uncinariasis | Instructor in Rural Sanita- tion |
| CYRUS H. PEAKE, A.M. | Instructor in History | |
| RALPH W. ROBY, A.M. | Lecturer in Economics | Lecturer in Banking |
| JAMES E. RUSSELL, Ph.D., LL.D. | Dean of Teachers College and Barnard | Dean Emeritus of Teachers Col- |
| | Professor of Education | lege and Pro- fessor of Edu- cation on the Richard March Hoe Foundation |
| GUY Z. UPDIKE, A.M. | Instructor in Mathematics | Lecturer in Mathematics |
| LEUMAN M. WAUGH, D.D.S. | Associate Director | Associate Dean (School of Den- tal and Oral Surgery) |

APPOINTMENTS

To take effect, unless otherwise indicated, July 1, 1927

Name

Henry W. Adams, A.B.
[Nov. 1, 1927]
RALPH G. Archibald, Ph.D.
Leslie O. Ashton, M.D.
Dena Babcock, A.B.
[Aug. 1, 1927]
Harry Bakwin, M.D.
Arthur H. Barnes, A.M.
Adelaide B. Baylis
[Jan. 1, 1927]

José S. Belaval, M.D. Rhoda W. Benham, A.M. Barnett Benkowitz, M.D. Adolf A. Berle, Jr., LL.B.

[Nov. 1, 1927]
ALICE E. BIVINS, B.S.
ALEXANDER BLAIR, A.M.
GEORGE M. BLANK, M.D.
[Oct. 1, 1927]

LELA E. BOOHER, M.Sc.
SAMUEL BOROFSKY, A.M.
RICHARD M. BRICKNER, M.D.
C. ALFRED BROWN, M.D.

[Dec. 1, 1926] MERLE BRUSH, A.B. LESTER R. CAHN, D.D.S. HORACE M. CARTER, Ph.G., B.S.

ROBERT P. CHAMPOMIER

L. Beverly Chaney, M.D.
Leoni Neumann Claman, M.D.
[Mar. 1, 1927]
Eugene S. Coler, M.D.
Herbert S. Conrad, A.B.
George S. Counts, Ph.D.
C. Burns Craig, M.D.
Luz M. Dalmau, Ph.C.
Tyler Dennett, Ph.D.
Samuel R. Detwiler, Ph.D.

MANUAL DIAZ-GARCIA, M.D.

Title

Assistant in English

Associate in Mathematics Assistant in Diseases of Children Instructor in Library Administration

Instructor in Diseases of Children Assistant in Physics Clinical Assistant in Medicine

Clinical Professor of Tropical Medicine Assistant in Dermatology Assistant in Physiology Lecturer in Law

Assistant Professor of Music Education Instructor in History Assistant in Medicine

Research Assistant in Food Chemistry Assistant in Mathematics Instructor in Neurology Instructor in Psychiatry

Assistant in Economic Geography Instructor in Oral Pathology Acting Associate Professor of Pharmacy Lecturer in French

Instructor in Neurology Assistant in Diseases of Children

Instructor in Obstetrics and Gynecology
Assistant in Psychology
Professor of Education
Instructor in Neurology
Assistant in Mycology
Associate in History
Professor of Anatomy
Lecturer in Tropical Medicine

DWIGHT DURLING, A.M. HERBERT ELFTMAN, A.M. SAMUEL B. ELLIS, M.S. ANDREAS ELVIKEN, A.B. ESTHER A. ENGLE, A.M. WILLIAM F. FAIR, JR., A.M. THOMAS FANSLER BERNARD FÄY, D. ES L. [Feb. 1, 1927] HERMANN FEIT, M.D. HENRY C. FENN, A.B. JOHN F. FENNELLY, A.B. EUGENIO FERNANDEZ-GARCIA, M.D. ALBERT FEUILLERAT, Ph.D. SEYMOUR FISKE, M.D. EDWIN G. FLEMMING, A.M. IRVING FRIEDMAN, M.D. [Mar. 1, 1927] JEWELL M. GARRELTS, B.S. W. EMERSON BENTZLER, A.M. MEYER GOLOB, M.D. Moses Gomberg, Sc.D.

PAUL GRAFF [Sept. 1, 1927] JOHN L. GRANT, LL.B. [Nov. I, 1927] LEON GREEN, LL.B. [Oct. 1, 1927] Paul Gross, M.D. VICTOR GUTIERREZ-ORTIZ, M.D. Moses Hadas, A.M. AMBERT B. HALL, D.D.S. [Sept. 1, 1927] HARRY HALL CHESTER T. HALLENBECK, A.B. H. RANDOLPH HALSEY, A.M. CLARENCE H. HAMILTON, Ph.D. HUGHBERT C. HAMILTON DOROTHY HAMMOND, A.B. MILTON HANDLER, LL.B. FRANK H. HANKINS, Ph.D. [Feb. 1, 1927]

Title

Assistant in English Assistant in Zoology Assistant in Chemistry Instructor in History Assistant in Food Chemistry Assistant in Chemistry Lecturer in English Visiting Professor of History

Instructor in Dermatology Lecturer in Chinese Instructor in Economics Lecturer in Tropical Medicine

Visiting Professor of English Literature Assistant in Medicine Instructor in Psychology Assistant in Diseases of Children

Instructor in Mechanics
Assistant in Mathematics
Assistant in Medicine
Lecturer upon the Charles Frederick
Chandler Foundation
Lecturer in Botany

Assistant to the Dean of the Law School

Visiting Professor of Law

Instructor in Dermatology
Lecturer in Tropical Medicine
Instructor in Greek and Latin
Assistant Professor of Prosthetic Dentistry
Associate in Real Estate
Assistant in English
Assistant in Zoology
Visiting Lecturer on Oriental Religion
Assistant in Psychology
Assistant in Botany
Assistant in Law
Associate in Sociology

IOHN HANNA, LL.B. [Nov. 1, 1927]

ELLWOOD HARLOW, M.D. CLARENCE F. HAVILAND, M.D.

[[an. 1, 1927] PAUL R. HAYS, A.B.

ALICE I. HAZELTINE, Ph.B.

ALBERT W. HECKMAN, A.M. ISADOR HIRSCHFELD, D.D.S.

[Feb. 1, 1927] Louis Hirschorn, M.D.

WILLIAM J. HOCHBAUM, M.D. LULU HOFMANN, Ph.D. KATHERINE F. HOLLIS OTIS H. HOLMES, A.M.

FREDERICK H. HOWARD, M.D. HENRY T. HOWARD, A.M.

[Feb. 1, 1927]

SUSANNE HOWE, A.M. FRANK HUBER, M.D.

[Oct. 1, 1927]

HARVARD HULL, A.M.

ELIZABETH B. HURLOCK, Ph.D.

[Feb. 1, 1927]

ALBERT C. JACOBS, B.C.L. J. KELLY JOHNSON, E.E.

JOSEPH E. JOHNSTON, A.B. DURWARD R. JONES, M.D.

FRANK L. JONES, A.M.

OSWALD R. JONES, M.D. BARRY G. KING, A.M.

HERBERT C. KASSNER, Ph.D.

G. MARSHALL KAY, M.S. FRANCIS KEALLY, B.S.

[Nov. 16, 1927]

WINTHROP N. KELLOGG, A.M. HAMILL T. KENNY, A.M.

CASSIUS J. KEYSER, Ph.D., LL.D. Adrain Professor Emeritus of Mathe-

GEORGE H. KIRBY, M.D. SAMUEL KLAUS, LL.B. JEROME A. KLEIN, A.B.

MARTHA KOEHNE, Ph.D.

Title.

Lecturer in Law

Instructor in Ophthalmology Clinical Professor of Psychiatry

Instructor in Greek and Latin

Assistant Professor of Library Ad-

ministration

Assistant Professor of Fine Arts

Assistant Professor of Operative Den-

tistry

Instructor in Pharmacology Instructor in Physiology

Assistant in Mathematics

Instructor in Oral Prophylaxis Instructor in Economics

Assistant Professor of Physiology

Assistant in Design

Assistant in English Instructor in Histology

Assistant in Physics Lecturer in Psychology

Lecturer in Law

Instructor in Electrical Engineering

Assistant in Chemistry

Assistant Professor of Epidemiology Assistant in Chemical Engineering

Instructor in Medicine Instructor in Physiology

Associate Professor of Chemistry

Assistant in Geology Associate in Design

Assistant in Psychology Assistant in English

matics

Professor of Psychiatry Assistant in Law Assistant in Fine Arts

Assistant Professor of Medicine

BERNARD O. KOOPMAN, Ph.D. GEORGE S. KOYL BERNHARD KURRELMEYER, Ph.D. Instructor in Physics ROBERT K. LAMBERT, M.D. [Jan. I, 1927] SAMUEL W. LAMBERT, JR., M.D. WALTER C. LANGSAM, A.M. HENRY H. LANSFORD, A.M. ELIZABETH B. LAWRENCE FRANK A. LEERS, M.S. [Feb. I, 1927] CLARENCE I. LEWIS, Ph.D. [Feb. 1, 1927] HAROLD J. LEONARD, D.D.S. [Sept. 1, 1927] RAYMOND A. LEYDIG, A.B. CAMELLA A. LOSADA, M.D. MATHILDE LOTH, M.D. MARGUERITE LOUD ROBERT A. LOVE, A.M. IOSEPHINE E. LUHAN, D.D.S. LAWRENCE K. McCafferty, M.D. Instructor in Dermatology FRANCIS S. McCaffrey, D.D.S. CATHERINE J. McEntegart, A.B. Assistant in Government GERALD F. MACHACEK, M.D. ROBERT M. MACIVER, Ph.D. WILLIAM J. McMurray, M.B. FRANK M. McMurry, Ph.D. WILLIAM MACSATA PHYLLIS B. McVickar, A.B. EUGENIA MAECHLING, Ph.D. [Oct. 1, 1927] MARIA DE MAEZTU, Litt.D. [Feb. 1, 1927] RAFAEL ANGEL MARÍN, B.S. WILLIAM M. MARSTON, Ph.D. ELEANOR MASON, A.B. ERIC M. MATSNER, M.D. JEROME MICHAEL, LL.B. DWIGHT C. MINER, A.M. WILLIAM MISIEK, A.B. SIMON R. MITCHNECK HENRY A. MOE, B.C.L.

[Feb. 1, 1927]

Title

Instructor in Mathematics Associate in Design Instructor in Physiology

Instructor in Pathology Instructor in History Assistant in Mathematics Instructor in Fine Arts Lecturer in Business Administration

Visiting Professor of Philosophy

Associate Professor of Dentistry

Instructor in Government Instructor in Psychiatry Assistant in Diseases of Children Lecturer in English Lecturer in Economics Instructor in Oral Prophylaxis Assistant Professor of Oral Surgery Assistant in Dermatology Professor of Social Science Instructor in Pharmacology Emeritus Professor of Education Assistant Professor of Chemistry Assistant in Bacteriology Research Assistant in Dermatology

Visiting Professor of Spanish

Assistant in Parasitology Lecturer in Psychology Assistant in Botany Assistant in Physiology Professor of Law Instructor in History Assistant in Physics Lecturer in English Lecturer in Law

LINDA H. MORLEY
[Feb. 1, 1927]
EDMUND N. MORRILL, B.S.
ISADORE G. MUDGE, B.L.S.
MICHAEL G. MULINOS, M.D.
[Jan. 15, 1927]
DANA C. MUNRO, L.H.D.
MAUDE B. MUSE, A.M.

Tomas Navarro
[Feb. 1, 1927]
Wanda F. Neff, A.M.
[Feb. 1, 1927]
Jesse H. Newlon, A.M., LL.D.
Henry W. Nissen, A.M.
Francoise Nollet, M.A.
Helen D. O'Brien, M.D.
Alfred Owre, M.D., D.M.D.

VINCENZO PASCALE, M.D. JACOB CLARENCE PETERS, A.M. MARGARET B. PICKEL, A.M. HENRIETTE PIERROT. A.B. MILDRED H. POPE [Feb. 1, 1927] LENORE ST. JOHN POWER [Feb. 1, 1927] HERMAN F. PRANGE, D.D.S. [Nov. 1, 1927] MARY A. PRENTISS, A.M. [Feb. 1, 1927] WILLIAM B. PROUT, M.D. HELEN A. PURDY, A.B. DAVID RASKIND, M.D. [Mar. 1, 1927] PAULETTE REGNAUD [Feb. 1, 1927] FERNANDO DE LOS RIOS [Feb. 1, 1928] TRINA RIVERA, B.S. MABEL L. ROBINSON, Ph.D. AMALIO ROLDÁN, M.D. MABEL ROLLINS, A.B. [Feb. 1, 1927]

Title

Lecturer on Special Libraries

Associate in Metallurgy Associate Professor of Bibliography Instructor in Pharmacology

Visiting Professor of History Assistant Professor of Nursing Education Visiting Lecturer in Spanish

Lecturer in English

Professor of Education
Assistant in Psychology
Instructor in French
Assistant in Diseases of Children
Dean of the School of Dental and Oral
Surgery and Professor of Dentistry
Assistant in Medicine
Assistant in Physics
Assistant in English
Lecturer in French
Lecturer on School Libraries

Lecturer on Children's Library Work

Assistant Professor of Operative Dentistry Lecturer in Economics

Assistant in Diseases of Children Assistant in Bacteriology Assistant in Diseases of Children

Lecturer in French

Visiting Professor of Spanish

Assistant in Chemistry Assistant Professor of English Lecturer in Tropical Medicine Associate in Journalism

EUGENE F. ROONEY, M.D. FRED C. ROSE, A.B. LOUISE ROSENBLATT, A.B. H. LINCOLN ROTHSCHILD, A.B. ARTHUR T. ROWE, D.D.S. [Feb. 1, 1927] HUGH G. ROWELL, M.D.

GEORGE ROWLEY, M.F.A. [Feb. I, 1927] ALEXANDER H. RUBINOWITZ, M.D. Instructor in Neurology George H. Ryder, M.D. KENNETH J. SAUNDERS, M.A. [Feb. 1, 1928] ELMER SCHATTSCHNEIDER, A.M. MAXWELL P. SCHUBERT, A.M. MINNIE E. SEARS, B.L.S. BEATRICE C. SEEGAL, M.D. SAMUEL M. SEIDLIN, M.D.

AMERICO SERRO, M.D. SARAH L. SERSON CHARLES S. SHARRY, M.D. MARY M. SHAVER, B.L.S. SIMON SHLAER, A.M. AUDREY M. SHUEY PHILIP R. SISSON, A.B. [Sept. 1, 1927] FRANCIS G. SLACK, Ph.D. ESTELLA M. SLAVEN, A.B. ADELAIDE R. SMITH, M.D. [Aug. 1, 1927] PAUL SMITH PHILIP E. SMITH, Ph.D. W. Russell Smith, M.D. [Oct. 1, 1927] WILLIAM E. SOOTHILL, M.A. [Feb. 1, 1928] RALPH B. SPENCE, Ph.D. ROY C. SPENCER, A.B. WILLIAM A. SQUIRES, D.D.S. [Feb. 1, 1927]

Title

Assistant in Diseases of Children Assistant in Physics Assistant in English Instructor in Fine Arts Professor of Prosthetic Dentistry

Assistant Professor of Health Educa-

Lecturer on Chinese Art

JAMES E. RUSSELL, Ph.D., LL.D. Dean Emeritus of Teachers College Clinical Professor of Obstetrics Visiting Professor of Comparative Religion Instructor in Government Instructor in Chemistry Associate in Cataloguing Instructor in Bacteriology Instructor in Pathology and Assistant in Medicine Instructor in Tropical Medicine Lecturer in Physical Education Instructor in Surgery Instructor in Bibliography Assistant in Zoology Lecturer in Psychology Instructor in French

> Lecturer in Physics Associate in Library Administration Associate in Medicine in Industrial Hygiene Instructor in Mathematics Professor of Anatomy Assistant in Diseases of Children

Visiting Professor of Chinese

Assistant Professor of Education Instructor in Physics Assistant Professor of Prosthetic Dentistry

RAMÓN M. SUÁREZ, M.D.

PHILIP W. SWAIN, M.E. SALLIE B. TANNAHILL, A.M. ABRAHAM TAUB, A.M.

I. FRANKLIN THOMAS, Ph.D. CHARLES B. THOMPSON, M.D. JORGE DEL TORO, M.D. CLARE M. TOUSLEY, A.B. AGNES TOWNSEND, A.M. FREDERICK J. TROST, E.E. CHARLES H. TUTT, A.B. GENEVA H. WALLS MARY D. WALSH, M.D. JOHN V. WARD, M.D. MARGARET H. WARD GOODWIN B. WATSON, Ph.D. IOSEPH L. WEINER, LL.B. FRANCES B. WHALEN, A.M. RUTH WHEELER, Ph.D. NELSON D. WIDMER, M.D. EDITH L. WILE, M.S. CLARKE WILLIAMS, B.S. [Jan. 1, 1927] WILBUR L. WILLIAMS, A.B. STEPHEN S. WILSON, B.A. MARGARET S. WITTER, M.D. FERN YATES, A.B.

Title

Assistant Clinical Professor of Tropical Medicine

Associate in Journalism

Assistant Professor of Fine Arts

Assistant Professor of Physics and

Chemistry

Lecturer in Sociology Instructor in Psychiatry

Lecturer in Tropical Medicine

Lecturer in Sociology Assistant in Physics

Instructor in Electrical Engineering

Instructor in Italian

Instructor in Oral Prophylaxis

Assistant in Medicine

Assistant in Diseases of Children

Instructor in Government

Assistant Professor of Education

Assistant in Law

Research Assistant in Food Chemistry

Lecturer in Medicine Assistant in Medicine Instructor in Physiology

Assistant in Physics

Lecturer in Philosophy Instructor in Government

Assistant in Medicine

Lecturer in Physical Education

LEAVES OF ABSENCE

For the whole or part of the academic year 1926-1927 were granted to the following officers:

Name

ALLAN ABBOTT, A.M. FELIX ADLER, Ph.D. BENJAMIN R. ANDREWS, Ph.D.

HARRY M. AYRES, Ph.D. ALBIN H. BEYER, C.E. HÉLÈNE BIÉLER, A.M. RALPH H. BLANCHARD, Ph.D.

Title

Associate Professor of English Professor of Social and Political Ethics Associate Professor of Household Economics

Associate Professor of English Associate Professor of Civil Engineering Instructor in French Associate Professor of Insurance



PART II

Report of the Treasurer



REPORT

To the Trustees of Columbia University in the City of New York

The Treasurer makes the following report of the financial affairs of the Corporation for the year ended June 30, 1927.



INDEX

| Income and Expense Account | 5 |
|---|---------|
| Income of the Corporation | 6-8 |
| Expenses—Educational Administration and Instruction | 9–26 |
| Expenses—Buildings and Grounds | 27-28 |
| Expenses—Library | 29–31 |
| Expenses—Business Administration | 32 |
| Expenses—Annuities | 33 |
| Expenses—Interest | 34 |
| Expenses—Summary | 35 |
| Students Loan Funds | 36–37 |
| Balance Sheet | 38-39 |
| Summary of Capital Account | 40 |
| Auditors' Certificate | 41 |
| Payments by Allied Corporations | 42 |
| Arrears of Rent | 43 |
| Receipts and Disbursements of Income of Special Endowments | 44–52 |
| Gifts and Receipts for Designated Purposes: Receipts and Disbursements | 53-63 |
| Securities Owned for Account of Special Endowments and General Funds | 64–81 |
| Summary of Investments | 82 |
| Redemption Fund | 83 |
| University Land, Buildings and Equipment | 84–89 |
| Other Property | 90-91 |
| Special Endowments | 92-128 |
| Permanent Funds | 129-130 |
| Gifts and Bequests Received for the Purchase of Land and Erection and Equipment of Buildings | 131–140 |
| Gifts and Bequests Received During 1926–1927 | 141-148 |



INCOME AND EXPENSE ACCOUNT (GENERAL FUNDS) FOR THE YEAR ENDING JUNE 30, 1927

INCOME FROM ALL SOURCES

| INCOME PROM ALL COCKCES | | | |
|--|----------------------------|-------------------------|----------------|
| From Students: Fees (see page 6) | | \$4,030,042.80 | |
| From Endowments: Rents (see page 7) Income of Special Endowments (see page 7) | 830,732.53 1,293,172.29 | 2,123,9 0 4.82 | |
| From Investments in Personal Property (see page 7) | | 45,526.99 | |
| From Investment of Redemption Fund (see page 7) | | 59,933.18 | |
| From Gifts and Receipts for Designated Purposes (see page 7) | | 484,911.51 | |
| From Allied Corporations (see page 7) | | 1,036,756.89 | |
| From Miscellaneous Sources (see page 8) | | 467,319.25 | |
| Total Income | | | \$8,248,395.44 |
| EXPENSES | | | |
| Educational Administration and Instruction (see page 26) | | 6,489,731.31 | |
| Buildings and Grounds—Maintenance (see page 28) | | 855,560.57 | |
| Library (see page 31) | | 299,448.57 | |
| Business Administration of the Corporation: Salaries and Office Expenses (see page 32) Insurance on Academic Buildings [Fire and | 161,711.00 | | |
| Liability] (see page 32) | 35,722.10 | 197,433.10 | |
| Annuities (see page 33) | | 27,976.65 325,475.00 | |
| Total Expenses exclusive of provision for Re- demption Fund and Amortization of Loan of 1925 | | | 8,195,625.20 |
| 01 1923 | | | 8,193,023.20 |
| Balance, being excess of Income over Expenses before providing for Redemption Fund and Amortization of Loan of 1925 | | | 52,770.24 |
| Deduct: Amount transferred to Redemption Fund for retirement of 4 per cent Mortgage | | | |
| Bonds | | 100,000.00 | |
| Loan of 1925 | | 95,000.00 | 195,000.00 |
| Deficit, being excess of expenses for maintenance over income after providing for Redemption Fund and Amortization of Loan of 1925 | | | \$142,229.76 |
| 01 1/23 | | | 9172,227.70 |
| | | | |

INCOME OF THE CORPORATION, YEAR ENDING JUNE 30, 1927

FROM STUDENTS:

| F | | |
|---|--|--|

| M | orni | ngs | ia | P: |
|---|------|-----|----|----|

| University | \$74,792.39 | |
|------------------------|--------------|----------------|
| Degree and Examination | 64,738.00 | |
| Tuition | 1,246,568.50 | |
| Residence Halls | 410,754.95 | \$1,796,853.84 |

Summer Session:

| orn | | |
|-----|--|--|
| | | |

| University | | 79,476.00 | |
|--------------------------|--------------|------------|------------|
| Tuition | \$782,165.50 | | |
| Less Teachers College | | | |
| proportion | 476,105.00 | 306,060.50 | |
| | | | |
| Deficiency and Late Exam | ination | 9,471.00 | |
| Camp Columbia | | 1,000.00 | |
| Excursions | | 2,136.00 | 398,143.50 |
| | | | |

University Extension:

| University | 82,308.00 | |
|--------------------------------|--------------|--------------|
| Tuition | 1,054,467.72 | |
| Home Study | 285,764.66 | |
| Institute of Arts and Sciences | 36,449.00 | 1,458,989.38 |

Medical School:

| University | 4,902.00 | |
|------------------------|------------|------------|
| Degree and Examination | 2,154.00 | |
| Tuition | 198,085.00 | 205,141.00 |

School of Dental and Oral Surgery:

| University | 3,282.00 | |
|------------------------|------------|------------|
| Degree and Examination | 3,312.00 | |
| Tuition | 100,054.00 | 106,648.00 |

| Brought forward | | | \$3,965,775.72 |
|--|----------------------------|--------------|----------------|
| Other Charges: | | | |
| Morningside: | | | |
| Materials furnished to Students | \$36,294.31 | | |
| Home Study—Book Sales | 26,563.33 | \$62,857.64 | |
| Medical School: | | | |
| Materials furnished to Students School of Dental and Oral Surgery: | 534.79 | | |
| Materials furnished to Students Long Island College Hospital: | 142.78 | | |
| Materials furnished to Students | 731.87 | 1,409.44 | 64,267.08 |
| FROM ENDOWMENT: | | | |
| Rents: | | | |
| Upper and Lower Estates | 621,245.74 | | |
| Other Property | 209,486.79 | 830,732.53 | |
| INCOME FROM INVESTMENTS IN PERSONAL PROPERTY: | | | |
| Interest: | | | |
| On General Investments | 6,305.38 | | |
| On Deposits of General Funds | 5,046.33 | | |
| On Notes Receivable | 2,286.78 | | |
| On Rents | 351.71 | | |
| On Gifts and Receipts for Designated | 42.005.04 | | |
| Purposes | 13,085.81 | | |
| On 503-11 Broadway and 620 Fifth Ave. On Student Deposits | 12,727.23 4,982.82 | | |
| On Columbia University Press Advance. | 740.93 | 45,526.99 | |
| • | | , | |
| Investment of Redemption Fund | | 59,933.18 | 936,192.70 |
| FROM INCOME OF SPECIAL ENDOW- | | | |
| MENTS | 4 040 575 44 | | |
| For Specific Purposes For General Purposes | 1,019,575.44 273,596.85 | 1,293,172.29 | |
| For General Fulposes | | 1,293,172.29 | |
| FROM GIFTS AND RECEIPTS FOR | | | |
| DESIGNATED PURPOSES | | 484,911.51 | 1,778,083.80 |
| FROM PAYMENTS BY ALLIED CORPORATIONS: | | | |
| For Salaries and Annuities: | | | |
| Teachers College | | 571,762.50 | |
| Barnard College | | 328,689.68 | |
| Carnegie Foundation | | 99,304.87 | |
| Presbyterian Hospital (Laboratories) | | 36,999.84 | 1,036,756.89 |
| Carried forward | | | \$7,781,076.19 |

| Brought forward | | \$7,781,076.19 |
|--|-------------|----------------|
| FROM MISCELLANEOUS SOURCES: | | |
| John Jay Dining Hall | \$68,023.87 | |
| University Commons | 87,221.78 | |
| Johnson Hall Dining Room School of Dental and Oral Surgery Com- | 120,965.38 | |
| mons | 6,360.52 | |
| firmary | 27,388.51 | |
| dontia | 6,206.66 | |
| Instruments | 2,758.95 | |
| Columbia University Athletic Association. | 7,986.86 | |
| American Institute of Banking | 48,055.00 | |
| Barnard College: | 40,033.00 | - |
| Heat, Light and Power | 24.489.45 | |
| Civil Engineering: | 21,107.10 | |
| Receipts from Testing Laboratory | 27,450,48 | |
| Telephone Service | 21,771.64 | |
| Bureau of Purchases and Supplies | 9,982.38 | |
| Consents | 435.00 | |
| Income from Tennis Courts | 2,052.25 | |
| Post Office | 1,000.00 | |
| Jobbing Account—Overhead and Discount. | 1,312.66 | |
| Miscellaneous | 347.04 | |
| Annual Catalogue | 103.23 | |
| Slot Machines | 1,255.87 | |
| Locker Key Fees | 485.00 | |
| Transcript of Grades | 1,649.53 | |
| Bulletin of Social Legislation | 17.19 | 467,319.25 |
| | | \$8,248,395.44 |

EXPENSES—EDUCATIONAL ADMINISTRATION AND INSTRUCTION

| | Expenditures | Depart- mental Totals | From General Income | From Income of Special Endowments | From Gifts and Receipts for Designated Purposes |
|---|--------------|-----------------------------|---------------------------|--|---|
| | | | | | |
| GENERAL UNIVERSITY ADMINISTRATION: | | | | | |
| Salaries | \$261,989.85 | : | \$230,269.85 | \$4,120.00 | \$27,600.00 |
| Bureau for Supplies | 21,910.00 | | 21,910.00 | | |
| Budget | 1,700.00 | : | 1,700.00 | | |
| President's Emergency Fund | 6,988.33 | | 6,988.33 | : | |
| President's Fund | 12,000.00 | | 12,000.00 | : | |
| Printing | 43,200.00 | : | 42,700.00 | 200.00 | |
| Public Ceremonies | 8,500.00 | | 8,500.00 | | : |
| Alumni Records | 3,492.23 | | 3,492.23 | | |
| Columbia University Press | 3,500.00 | | 3,000.00 | | 200.00 |
| Special Publication Fund | 26,488.45 | | 26,488.45 | | |
| Fund for Research | 35,229.64 | | 35,229.64 | | |
| State Aid for Blind Pupils | 1,651.00 | : | | | 1,651.00 |
| Special Convocations | 5,000.00 | | 5,000.00 | | |
| American Council on Education | 200.00 | | 300.00 | | 200.00 |
| Dramatic Museum | 62.39 | | | | 62.39 |
| Alumni Federation | 5,000.00 | | | | 5,000.00 |
| Educational Research (Commonwealth Fund) | 3,341.55 | | | | 3,341.55 |
| Phoenix Fund | 6,294.19 | | | 6,294.19 | |
| President's House Furnishing | 1,677.18 | | | 1,677.18 | |
| Aid to Chinese Government Students | 1,638.00 | | | | 1,638.00 |
| Traveling Expenses | 400.00 | | | | 400.00 |
| Publications: Journalistic History and Practice | 433.31 | | | 433.31 | |
| | | | | , | |
| | | | | | |

| Clerk's Office Sundries. Editing Works of John Milton. Substance Substance \$1,500.00 3,353.48 Study of Contemporary France 1. HALL. |
|---|
| |
| |
| |
| |
| - CERK |

| | | | | 00 | \$4,700.00 | 85 53 1,500.00 61 | 2,000.00 |
|---|---|--|---|---|--|---|---|
| | | | | \$250.00 | 23,954.69 | 48,522.85 23,682.53 4,127.61 | 5,875.00 |
| \$158,759.79 105,725.01 6,229.14 | 3,922.00 | 4,200.00 | 1,934.63 | 7,200.00 | | | 3,625.00 |
| | 6853 003 50 | 4,200.00 | 1,934.63 | 99 000 8 | 29.864.69 | 77 837 00 | 15,834.84 |
| \$158,759.79 105,725.01 6,229.14 | 3,922.00 | | | 7,200.00 | 28,654.69 | 48,522.85 25,182.53 4,127.61 | 11,500.00 50.00 4,284.84 |
| COMMONS University and John Jay Johnson Hall Dining Room. Dental and Oral Surgery | JOHNSON HALL Salaries House Appropriation | INTERNATIONAL RELATIONS Aid for Foreign Students | COLUMBIA HOUSE Departmental Appropriation | MAISON FRANCAISE Salaries. Departmental Appropriation | INSTITUTE OF PUBLIC HEALTH Salaries Departmental Appropriation | INSTITUTE OF CANCER RESEARCH Salaries. Departmental Expenses. Supplies and Equipment. | ANTHROPOLOGY Salaries Departmental Appropriation Research |

| | Expenditures | Depart- mental Totals | From General Income | From Income of Special Endowments | From Gifts and Receipts for Designated Purposes |
|---|---|-----------------------------|-----------------------------------|--|---|
| ARCHITECTURE Salaries Departmental Appropriation | \$47,248.87 | \$50 004 48 | \$47,248.87 | | |
| ASTRONOMY Salaries Departmental Appropriation | 7,465.00 | 7.591.13 | 7,465.00 | | |
| BOTANY Salaries. Departmental Appropriation. Gardener. Research. | 35,900.00 1,200.00 1,500.00 177.91 | 20 777 05 | 19,700.00 1,200.00 1,500.00 | | \$16,200.00 |
| BUSINESS (SCHOOL, OF) Salaries. Departmental Research. | 117,641.94 7,340.28 24.43 | 30,000 301 | 85,439.29 | \$32,202.65 | 4,840.28 |
| CHEMICAL ENGINEERING Engineering Chemistry Salaries Laboratory Servants. Equipment | 32,400.00 5,280.00 7,500.00 | 45,180,00 | 27,900.00 5,280.00 7,250.00 | 4,500.00 | |

| REPORT | огтн | E TREA | SURER | 13 |
|---|---|--|---|---|
| 15,800.00 1,200.00 24,258.85 1,398.73 | | 89'069 | 1,015.97 | 16,650.00 |
| 6,000.00 | 6,500.00 70.17 1,716.19 | 817.57 | 7,696.25 | |
| 70,211.65 13,200.00 6,000.00 10,500.00 13,300.00 2,991.38 45,224.00 | | 22,000.00 749.13 17,337.65 | 143,457.91 13,455.77 1,453.94 | 69,072.00 |
| 247,084.61 | 8,286.36 | 41 505.03 | 167,315.07 | 86,722.00 |
| 86,011.65 19,200.00 6,000.00 10,500.00 14,500.00 24,258.85 14,390.11 45,224.00 27,000.00 | 6,500.00 70.17 1,716.19 | 22,000.00 749.13 817.57 17,337.65 690.68 | 143,457.91 21,152.02 1,015.97 1,689.17 | 85,722.00 |
| CHEMISTRY General and Inorganic: Salaries Organic: Salaries Physical: Salaries Analytical: Salaries Food: Salaries Food: Research Equipment and Supplies Breakage and Supplies Laboratory Costs | CHINESE Salaries. Departmental Appropriation. Lectures. | Salaries. Departmental Appropriation For Research. Testing Laboratory. Fire Testing Station. | DENTAL AND ORAL SURGERY (SCHOOL OF) Salaries. Laboratory and Infirmary Expenses Equipment and Supplies. Departmental Appropriation. | ECONOMICS Salaries. Departmental Appropriation. |

| | Expenditures | Depart- mental Totals | From General Income | From Income of Special Endowments | From Gifts and Receipts for Designated Purposes |
|--|--|-----------------------------|---------------------------------|--|---|
| ELECTRICAL ENGINEERING Salaries Departmental Appropriation | \$32,433.30 | 637 433 30 | \$32,433.30 5,000.00 | | |
| ENGINEERING DRAFTING Salaries Drawing Appropriation | 9,700.00 | 000000 | 9,700.00 | | |
| ENGLISH AND COMPARATIVE LITERATURE Salaries Departmental Appropriation Assistance and Curator of Dramatic Museum. | 156,466.66 751.99 1,310.00 | 158.528.65 | 97,341.66 751.99 1,310.00 | \$5,625.00 | \$53,500.00 |
| FINE ARTS Salaries. Equipment. | 22,400.00 | 23.395.54 | 12,071.32 | 5,328.68 | 5,000.00 |
| GEOLOGY AND MINERALOGY GEOLOGY Salaries Salaries Departmental Appropriation Summer Field Work Crosby Collection of Lantern Slides. | 47,374.96 419.47 497.09 49.95 | | 33,548.11 419.47 497.09 | 6,326.85 | 7,500.00 |
| MINERALOGY Salaries. | 6,500.00 | 54,841.47 | 6,500.00 | | |

| GERMANIC LANGUAGES Salaries. Departmental Appropriation. Lectures Book Exhibit. | 42,900.00 124.47 55.24 31.92 | 43,111.63 | 25,990.00 | 1,910.00 | 15,000.00 | R |
|--|--|-----------|---|-----------|-----------|----------|
| GREEK AND LATIN Salaries. Greek: American School at Athens. Latin: American School at Rome. Equipment. Departmental Appropriation. | 53,000.00 250.00 250.00 352.75 75.00 | 53,927.75 | 32,000.00 250.00 250.00 750.00 | 352.75 | 21,000.00 | EPORT OF |
| HISTORY Salaries Departmental Appropriation. | 93,800.00 | 94,598.53 | 79,900.00 | | 13,900.00 | тне |
| INDO-IRANIAN LANGUAGES Salaries Departmental Appropriation. Publications. | 16,000.00 3.40 1,050.00 | 17,053.40 | 15,250.00 | 750.00 | 1,050.00 | TREAS |
| INDUSTRIAL ENGINEERING Salaries Departmental Appropriation | 10,500.00 | 10,716.85 | 10,500.00 | | | URER |
| JOURNALISM Salaries Departmental Appropriation. | 37,800.00 | 42,023.64 | | 37,800.00 | | 15 |

| | Expenditures | Depart- mental Totals | From General Income | From Income of Special Endowments | From Gifts and Receipts for Designated Purposes |
|---|--|-----------------------------|------------------------------------|--|---|
| LAW SCHOOL Salaries. Salaries. Departmental Appropriation. Legislative Drafting Research Fund Plus and Minus Examinations Subvention to Columbia Law Review Research—Commonwealth Fund Moot Courts. | \$132.899.10 1,386.88 9,344.94 800.00 1,500.00 167.77 | 146.266.19 | \$123.899.10 1.386.88 800.00 | \$9,000.00 | \$9,344.94 |
| LIBRARY SERVICE (SCHOOL OF) Salaries. Departmental Appropriation. Retiring Allowances (Special). Special Equipment and Rearrangements. | 34,988.01 2,632.01 684.59 5,819.22 | 44,123.83 | 21,776.27 | | 13,211,74 2,632.01 684.59 5,819.22 |
| MATHEMATICS Salaries. Departmental Appropriation. | 56,000.00 | 56,125.00 | 47,000.00 | | 0,000.00 |
| MECHANICAL ENGINEERING Salaries. Departmental Appropriation. | 48,200.00 2,865,47 | 51,065.47 | 48,200.00 | | |
| MINING AND METALLORGY MINING Salaries. Departmental Appropriation. School of Mines Library. | 19,194,46 2,630.00 70.54 | | 19,194.46 2,630.00 | | 70.54 |

| R | EPOR | T OF | THE T | REASU | RER | 17 |
|--|---|--|---|--|--|--|
| 402.38 | 696.61 | 13,500.00 | 12,200.00 | 21,300.00 | 9,000.00 | 7,000.00 |
| | 16,008.47 | 5,730.00 | 6,800.00 | 1,161.64 | 035.98 | 7,575.00 |
| 24,399.96 1,800.88 100.00 | 2,991.53 | 33,154.00 129.02 | 21,299.97 500.00 2,488.30 | 29,019.86 1,777.55 1,500.00 1,980.00 | 83,035.98 | 8,187,54 |
| 48 598 22 | 20.187.58 | | 100 320 60 | 700-12-10-10-10-10-10-10-10-10-10-10-10-10-10- | 108.183.01 | |
| 24,399.96 1,800.88 100.00 402.38 | 19,000.00 490.97 696.61 | 52,384.00 | 40,299.97 500.00 2,488.30 4,419.31 | 51,481.50 1,777.55 1,500.00 1,980.00 | 92,035.98 8,169.14 7,977.89 | 22,762.54 |
| METALLURGY Salaries. Departmental Appropriation. Summer Field Work. Special Equipment. | MUSIC Salaries. Departmental Appropriation. University Orchestra. | PHILOSOPHY AND PSYCHOLOGY PHILOSOPHY Salaries. Departmental Appropriation. | PSYCHOLOGY Salaries. Laboratory Helper. Departmental Appropriation. Research. | PHYSICAL EDUCATION Salaries. Equipment Care of Swimming Pool Repairs to Lockers. | PHYSICS Salaries. Departmental Equipment. Research Laboratory. | PUBLIC LAW AND JURISPRUDENCE GOVERNMENT AND POLITICS Salaries. |

| | | | | | From Gifts |
|--|--|-----------------------------|-------------------------------|---|-----------------------------------|
| | Expenditures | Depart- mental Totals | From General Income | From Income of Special | and Receipts for Designated |
| | | | | Endowments | Purposes |
| PUBLIC LAW Salaries. Departmental Appropriation. | \$32,300.00 | \$55.348.61 | \$29,000.00 | \$3,300.00 | |
| RELIGION Salaries Chapel Services Chapel Music. Religious Work. Chapel Organ. | 6,600.00 5,400.00 179.49 482.11 2,082.17 | | 6,600.00 4,900.00 58.70 | \$00.00 120.79 111.50 2,050.67 | \$370.61 |
| ROMANCE LANGUAGES Salaries. Departmental Appropriation. Photographs. Equipment. | 103,025.00 400.00 93.17 250.00 | 14, 143.77 | 70,275.00 400.00 250.00 | | 32,750.00 |
| SEMITIC LANGUAGES Salaries. Departmental Appropriation. American School of Oriental Research in Jerusalem. | 8,000.00 50.00 100.00 | 2 150 00 | 7,500.00 50.00 100.00 | 500.00 | |
| SLAVONIC LANGUAGES Salaries Departmental Appropriation | 5,850.00 | 5,873.03 | 5,400.00 | | 450.00 |
| Salaries | 34,589.00 | | 13,826.50 | 20,762.50 | |

| Departmental Appropriation. Bulletin of Social Legislation. | 300.00 146.82 52.562.05 | | 300.00 | 146.82 | 52,562.05 | |
|---|--|--------------|--|-----------|-----------|---------|
| Equipment | 839.56 | 88.437.43 | 839.56 | | | |
| SUMMER SESSION Administration and Instruction. Entertainment | 227,670.32 982.60 | | 223,170.32 | | 4,500.00 | REP |
| CAMP COLUMBIA Administration and Instruction. Equipment. | 2,452.99 | 232,596,75 | 2,452.99 | | | ORT |
| UNIVERSITY EXTENSION Administration and Instruction. Institute of Arts and Sciences. American Institute of Banking. | 627,995.07 31,693.93 47,555.00 381,360.69 | 1,088,604,69 | 627,995.07 31,000.00 47,555.00 380,860.69 | 683.93 | 10.00 | о в тне |
| ZOOLOGY Salaries Salaries Departmental Appropriation Marine Table, Wood's Hole. New Equipment | 76,350.00 3,349.70 500.00 1,024.82 | 81 274 57 | 44,762.25 3,349.70 500.00 499.82 | 10,087.75 | 21,500.00 | TREAS |
| ADMINISTRATION Salaries. Alcohol. Office Supplies and Sundries. Expenses of Delegate. | 30,547.97 550.40 4,296.32 1,261.55 | 36,656.24 | 29,047.97 550.40 4,154.32 1,261.55 | 500.00 | 1,000.00 | URER |
| ANATOMY Salaries | 30,250.00 | 30,250.00 | 19,688.47 | 10,561.53 | | 19 |

| Expenditures mental Totals |
|----------------------------|
| \$5,186.81 |
| 26,064.88 4,969.90 |
| 3,600.00 |
| 8,250.00 |
| 2,400.00 |
| 2,100.00 |
| |
| 17,100.00 2,058.30 |

| | Expenditures | Depart- mental Totals | From General Income | From Income of Special Endowments | From Gifts and Receipts for Designated Purposes |
|---|------------------------------------|-----------------------------|---------------------------|--|---|
| Departmental Appropriation. Publications | \$992.72 | \$25.547.62 | | \$992.72 | \$2,500.00 |
| SURGERY Salaries. Departmental Appropriation. Supplies (Research Laboratory). | 90,216.33 3,973.78 11,705.33 | 105,895.44 | 1,000.00 | 84,716.33 3,973.78 11,705.33 | 4,500.00 |
| HOSPITAL INSTRUCTION | | 00.009 | 600.00 | | |
| PRESBYTERIAN HOSPITAL LABORATORIES | : | 97,712.65 | | 40,954.93 | 56,757.72 |
| SLOANE HOSPITAL | : | 43,988.76 | | 43,988.76 | : |
| VANDERBILT CLINIC | | 171,281.64 | | 4,614.97 | 166,666.67 |
| TEACHERS COLLEGE Salaries | | 553,350.00 | | | 553,350.00 |
| RETIRING ALLOWANCES | | 81,781.09 | 9,293.31 | 4,000.00 | 68,487.78 |
| WIDOWS' ALLOWANCES | | 36,537.09 | 5,720.00 | | 30,817.09 |
| ANNUITIES. | | 46,727.79 | 31,645.61 | | 15,082.18 |
| FELLOWSHIPS, SCHOLARSHIPS AND PRIZES | | | | | |
| FELLOWSHIPS Anonymous in Brazilian History Baier (Victor) (Music) | 4,000.00 | | | 1,000.00 | 4,000.00 |

| | RE | P O | RT | O F | Т | ΗE | Т | RE | A : | s U | R | ER | | | 23 |
|---|------------------------|------------------------------------|----------------------------------|---|--|------------|---|-----------------|---------------------------|------------------|--------------------|---|--------------------|-------------------------|--------------------------------|
| 314.00 | 2,651.46 | | 3,128.90 | | 1,000.00 | | | | | | | | 2 460 00 | : | : |
| 1,100.00 | 1,000.00 | 2,400.00 | 1,000.00 | 500.00 | 19,874.68 | 00:006 | 250.00 | 500.00 | 1,301.25 | 400.00 | 1,800.00 | 250.00 | 300.00 | 500.00 | 530.00 |
| 1,500.00 | | | | | | 24,750.00 | | | | | 1,800.00 | | | | : |
| | | | | | | 77.044.04 | | | | | | | | | |
| 1,100.00 314.00 8,000.00 1,500.00 750.00 | 1,000.00 | 2,400.00 825.00 | 1,000.00 3,128.90 2,000.00 | 500.00 750.00 | 19,874.68 | 24,750.00 | 250.00 | 300.00 | 1,301.25 | 400.00 | 1,800.00 | 250.00 | 3 450 00 | 200.00 | 530.00 |
| Bridgham. Commonwealth. Cutting (W. Bayard). Drisler (Classical Philology). Du Pont (E. I.) (de Nemours Co.) (Industrial Chemistry) | Ferguson. Fritzsche | Gilder (R. W.) (Political Science) | Kemp. Lehn and Fink. McKim. | Mitchell (William) (Letters or Science) | Roberts (Lydia C.). Smith (Edna L.) (Botauy). Troubhidoe | University | SCHOLARSHIPS Aldrich (James Herman) (College) | Alma MaterBangs | Barker (Clarence) (Music) | Beck Prize (Law) | Brooklyn (College) | Burgess (Annie P.) (Collegc) Burgess (Daniel M.) (Collegc). | Campbell (College) | Class of 1848 (College) | Class of 1885, School of Mines |

| | Expenditures | Depart- mental Totals | From General Income | From Income of Special Endowments | From Gifts and Receipts for Designated Purposes |
|--|---------------------------------|-----------------------------|---------------------------|--|---|
| Class of 1892, Arts and Mines. Class of 1896 (College, Applied Science or Architecture). | \$330.00 | | | \$330.00 | 00 000 |
| Collins (Perry McDonough) (College). Columbia University Club. | 30,370.75 | | 00 00% | 30,370.75 | 4,200.00 |
| Curus (Curvessiy) Dean's Fund De Witt. | 30.00 | | | 765.09 | 30.00 |
| Dunn (Gano) (Applied Science) | 350.00 | | | 262.50 | 350.00 |
| Faculty Hall (George Henry) (College). | 8,805.00 | | 8,805.00 | 718.16 | |
| Hervey. Huber Iones (Iohn D.) (Pure Science) | 336.75 750.00 200.00 | | | 336.75 | 200.00 |
| MacMands (Louis K.) (College). Mathematical MacMands (Louis K.) (College). | 1,293.50 | | | 1,188.25 75.00 | 105.25 |
| Avoidat (Conege) Presidents State Scholarships Presidents (San Solarship) Preference (San Solarship) | 21,600.00 2,105.00 | | 2,105.00 | | 21,600.00 |
| Pulitzer Scholaris. Pulitzer Scholaris. Pulitzer Scholarishs. Sackett (Henry W.) (Journalism). | 9,425.00 16,630.00 600.00 | | 9,425.00 | 16,630.00 | 600.00 |
| Sandham (Anna M.) (Barnard College) | 1,000.00 | | | 1,000.00 600.00 300.00 | |

| | R E | PO | R | Т | 0 | F | Т | Н | E | • | ΓI | RE | A | S | U | R | E | R | | | | 25 |
|--|------------------------------|-----------------------------------|-------------------------------|--|------------|--------------------------------------|----------|-------------------------------------|---------------------------------|---------------------------|--------|--|--|-------|--------------------------------------|--------------|-----------------|---|------------------------------------|------------------------|-------------------|-----------------|
| 350.00 | 400.00 | | | 775.00 | | 75.00 | | | | | : | | | 20.00 | | , : | | 300.00 | | | | |
| 250.00 | 300.00 | 127.50 | 00.089 | 300.00 | | | 50.00 | 00.00 | 25.00 | 650.00 | 415.00 | 53.50 | 95.00 | 5.00 | 20.00 | 90.00 | 30.00 | 100.50 | 152.50 | 181.25 | 70.00 | 16,285.00 |
| 2,000.00 | | 1 200 00 | | | | | | | | | | | | | | | | | | | | |
| | | | | | 127,870.50 | | | | | | | | | | | | | | | | | |
| 250.00 350.00 2,000.00 100.00 | 300.00 | 127.50 | 00.089 | 300.00 | | 75.00 | 50.00 | 00.09 | 25.00 | 650.00 | 415.00 | 53.50 | 95.00 | 25.00 | 50.00 | 90.00 | 30.00 | 100.50 | 152.50 | 181.25 | 10.00 | 16,285.00 |
| Schermerhorn (College) | Stroock Studart (College) | Turner (Charles Wesley) (College) | University College) (College) | Wheeler (H. A.) (Applied Science) Wolff. | | PRIZES AND MEDALS Alpha Kappa Psi | Bennett. | Brainard (Edward Sutliff) (College) | Butler (Nicholas Murray) Medals | Chanler Historical Prizes | Curtis | Darling (Edward A.) Prize (Mechanical Engineering) | Elsherg (Albert Marion) Prize (Modern History) | Fox | Green (Albert Asher) Prize (College) | Illig Medals | Michaelis Prize | Montgomery (Robert H.) Prize (School of Business) | New York Historical Society Filze. | Philolexian Centennial | Philolexian Prize | Pulitzer Prizes |

| | Expenditures | Depart- mental Totals | From General Income | From Income of Special Endowments | From Gifts and Receipts for Designated Purposes | 20 |
|---|--|---|--|--|---|---------------------|
| Pulitzer Prizes (For Administration) Rolker (Charles M. Jr.) Prize (College) Stokes (Caroline Phelps) Toppan Prize. Van Aurringe Mathematical Prize (Mathematics: College) Van Buren (John Dash, Jr.) Prize (Mathematics: College) Van Buren (John Dash, Jr.) Prize (Mathematics: College) Van Rensschar Wendell (George V.) Medal FELLOWSHIPS, SCHOLARSHIPS, AND PRIZES AT THE MEDICAL SCHOOL Blumenthal (George Jr.) Scholarship. Devendorf (David M.) Scholarship. Du Bois. Harsen Scholarship. Hartley (Francis) Scholarship. McAnemy (Marjorie) Scholarship. McAnemy (Marjorie) Scholarship. McAnemy (Marjorie) Scholarship. Proudfit Scholarship. Watson (Dr. William Perry) Prize. | \$3,150.00 755.94 45.00 210.00 255.00 275.00 275.00 30.00 30.00 900.00 1,566.64 250.00 250.00 250.00 250.00 1,500.00 250.00 | \$23,762.24 \$23,762.24 10,526.34 \$6,489,731.31 | \$3.150.00 50.00 755.94 755.94 755.94 755.94 755.94 750.00 210.00 225.00 30.00 30.00 90.00 | \$3,150.00 755.94 45.00 210.00 255.00 275.00 275.00 30.00 30.00 30.00 1,566.64 250.00 250.00 250.00 1,560.00 1,560.00 250.00 250.00 1,560.00 250.00 250.00 250.00 250.00 250.00 250.00 250.00 250.00 250.00 250.00 250.00 250.00 | \$1.498,834.12 | COLUMBIA UNIVERSITY |
| | | | | | | |

EXPENSES—BUILDINGS AND GROUNDS

| | Expenditures | Depart- mental Totals | from General Income | From Income of Special | Prom Gifts and Receipts for Designated Purpases |
|--|--------------|-----------------------------|---------------------------|------------------------------|---|
| MORNINGSIDE HEIGHTS | | | | | |
| Balaries | \$14,500.00 | | \$14,500.00 | | |
| Wages | 155,904.34 | | 155,904.34 | | |
| Care of Boat House, | 778.62 | | 778.62 | | |
| Fitel | 09,642,99 | | 66.219.66 | | |
| Gas. | 2,760.33 | | 2,760.33 | | |
| Maintenance of Buildings | 64,821,97 | | 64,821.97 | | |
| Supplies. | 22,971.81 | | 22,971.81 | | |
| Water | 11,258.06 | | 11,258.06 | | |
| Telephone Service, | 35,754.09 | | 35,754.09 | | |
| Malutenance of Regidence Halls, | 217,338.61 | | 217,338.61 | | |
| Malutenance of Journalism,,,,,,,, . | 15,792,98 | | | \$15,792,98 | |
| Public Ceremonles | 2,943.02 | | 2,944.02 | | |
| Summer Session: General Expense | 15,000.00 | | 15,000.00 | | |
| University Extension: Evening Attendants, | 4,800.00 | | 4,800.00 | | |
| Urgent Repairs, | 52,263,74 | | 52,263.74 | | |
| Care of Class of 1881 Plagpole,,,,,, | 83.00 | | | 83.00 | |
| Haughton Memorial Room, | 248.83 | | | 248.83 | |
| Maintenance of Faculty House, | 7,064.03 | | 7,064.03 | | |
| Egleston Library, | 422.58 | | 422.58 | | |
| Havemeyer Hall, Electrochemical taboratory | 1,399,70 | | 1,399.70 | ********* | |
| Library Changes | 506.25 | | 506.25 | | |
| Barl Mall Changes | 1,691,25 | : | 1,691.25 | | |
| | | 727,946.20 | | | |
| HAKER FIELD | | 2000 # | 7 1000 110 | | |

REPORT OF THE TREASURER

27

EXPENSES-LIBRARY

| | Expenditures | Depart- mental | From | From | From Gifts and Receipts for |
|---|--|-------------------|------------------------------|--|-----------------------------------|
| | | Totals | Income | of Special Endowments | Designated Purposes |
| LIBRARY Salaries. | | \$156,357.00 | \$151,857.00 | \$1,500.00 | \$3,000.00 |
| AVERY LIBRARY Salaries. Purchase of Books. Binding. Shelving | \$8,301.33 1,823.00 500.00 300.00 | 10034 32 | 8,301.33 500.00 300.00 | 1,823.00 | |
| BUSINESS (SCHOOL OF) READING ROOM Salaries. Marvin Scudder Library. | 8,298.93 | 0 627 76 | 8,298.93 | | |
| DENTAL SCHOOL LIBRARY Books and Service | | 1,200.00 | 1,200.00 | | : |
| JOURNALISM LIBRARY Salaries. Books and Binding. Newspapers. Shelving. | 4,498.63 1,658.19 516.54 600.00 | 7 973 36 | 6.17 | 4,498.63 1,658.19 510.37 600.00 | |
| LAW SCHOOL LIBRARY Salaries. Books and Binding. | 16,543.15 | 39,671.28 | 16,543.15 | 12,648.77 | 2,137.28 |

| | Expenditures | Depart- mental Totals | From General Income | From Income of Special Endowments | From Gifts and Receipts for Designated Purposes |
|--|---|-----------------------------|---------------------------|--|--|
| MEDICAL SCHOOL LIBRARY Salaries. Books and Binding. E. G. Janeway Library Grosvenor Library. Jacobi Library. Weinstein Library. | \$5,200.00 2,103.19 1,656.09 151.19 278.71 50.16 | \$9,439.34 | \$5,200.00 | \$1,656.09 151.19 278.71 50.16 | |
| BOOKS AND SERIALS | | 32,137.69 | 26,130.66 | 4,000.00 | \$2,007.03 |
| PURCHASES FROM SPECIAL FUNDS Art Professorship. Barnard Library. Cotheal (Alexander). Currier. Hamilton (John Church) Manners (Edwin) Reisinger (Hugo). Schurz. Carpentier (James S.). Johnston (Edward W. S.). FURCHASES FROM GIFTS Butler Library. | 72.68 4,278.08 926.05 2,500.00 52.03 146.70 273.18 543.79 1,691.38 46.88 | 10,530.62 | | 72.68 4.278.08 926.05 2,500.00 52.03 146.70 273.18 543.79 1,691.38 | 8. 2. 7. 8. 8. 8. 8. 8. 8. 8. 8. 8. 8. 8. 8. 8. |
| | 73.55 2.98 92.63 | * : : | | | 73.55 2.98 92.63 |

| Loeb (James) Low (William G.) Montgomery (Robert H.). | 136.52 250.20 1,741.61 | 136.52 250.20 1,741.61 | | | 136.52 250.20 1,741.61 | |
|---|------------------------------|------------------------------|--------------|--------------------------|------------------------------|------------|
| | | 16.116,2 | | | | |
| BINDING | 11,807.93 | : | 11,807.93 | | | R |
| EMERGENCIES. | 879.10 | | 879.10 | | | E P |
| NATIONAL UNION LIST OF PERIODICALS. | 1,242.00 | | | | 1,242.00 | OF |
| PRINTED CATALOGUE CARDS | 1,015.19 | | 1,015.19 | | | R T |
| SUPPLIES | 5,003.60 | | 5,000.00 | | 3.60 | O F |
| | | 19,947.82 | | | | |
| | | \$299,448.57 | \$248,808.56 | \$248,808.56 \$39,905.73 | \$10,734.28 | T : |

EXPENSES—BUSINESS ADMINISTRATION

| | | Donort | T. Ca. | 1 | From Gifts |
|---|--------------|--------------|--------------|------------|--------------|
| | Expenditures | mental | General | Income | and Receipts |
| | | Totals | Income | of Special | Designated |
| | | | | Endowments | Purposes |
| Salaries | \$72,663.71 | | \$60,363.71 | \$4,000.00 | \$8 300 00 |
| Extraordinary Legal Expenses | 441.23 | | 441.23 | | |
| Treasurer's Office Sundries | 1,638.43 | | 1,638.43 | | |
| Auditing Accounts | 2,000.00 | | 5,000.00 | | |
| Special Corporation Expenses | 5,299.96 | | 2,800.00 | 2,499.96 | |
| Unice Kent | 5,624.92 | | 5,624.92 | | |
| Libtin Street Tunnels—Franchises | 295.00 | | 595.00 | | |
| Amsterdam Avenue Franchise | 530.88 | | 530.88 | | |
| Insurance | 35,722.10 | | 35,722.10 | | |
| Federal Income Tax on Columbia College Bonds | 915.60 | | 915.60 | | |
| Carrying Charges on 117th Street and Amsterdam Avenue | 1,355.00 | | 1,355.00 | | |
| Interest on Temporary Loans | 5,249.32 | | 5,249.32 | | |
| 421 West 117th Street Maintenance | 311.65 | | 311.65 | | |
| | | 135,347.80 | | | |
| Chaplain's House (413 West 117th Street) Taxes. | 635.65 | | 635.65 | | |
| Dean's House (415 West 117th Street) Taxes | 635.65 | | 635.65 | | |
| Camp Columbia Taxes | 323.42 | | 323.42 | | |
| Office of the Bursar. | | 1,594.72 | | | |
| Clerical Assistance. | 36,697,99 | | 36 607 00 | | |
| Dental School Supplies | 7.508.65 | | 7 509 65 | | |
| Dental School Assistance | 7.473.94 | | 7.473.94 | | |
| | | 51,770.58 | | | |
| Office of the Purchasing Agent | : | 8,720.00 | 8,720.00 | | |
| | | \$197,433.10 | \$197,433.10 | \$6.409.06 | \$8.300.00 |
| | | | | | 2000 |

EXPENSES—ANNUITIES

| | Expenditures | Depart- mental Totals | From General Income | From Income of Special Endowments | From Gifts and Receipts for Designated Purposes |
|--|--------------|--|--|--|---|
| John W. Burgess Fund. Edward R. Carpentier Fund. H. W. Carpentier Fund. W. Bayard Cutting, Jr. Fellowship Fund. William A. Dunning Fund. Ralph E. Mayer Fund. Seid Fund. Waring Fund. Clifford Gray Fund. | 4 | 000.00 700.00 500.00 600.00 635.12 716.87 705.00 875.00 | 4,000.00 2,700.00 7,500.00 600.00 633.12 705.00 5,875.00 244.66 5,000.00 | | \$2,700.00 7,500.00 600.00 635.12 716.87 705.00 5,875.00 2,44.66 5,000.00 |
| | \$27,976.65 | \$27,976.65 | 1 | \$4,000.00 \$23,976.65 | |

INTEREST ACCOUNT

| Interest Paid: On Columbia College Bonds. On Ledoux Account. On College of Dental and Oral Surgery Mortgages. On Upper and Lower Estates Mortgage. On 437 West 117th Street Mortgage | \$90,000.00 348.96 5,625.00 225,856.91 3,644.13 | \$225 475 0 0 |
|--|---|---------------------------|
| DEDUCT INTEREST RECEIVED AS FOLLOWS: 503-11 Broadway | 12,177.23 550.00 | \$325,475.00 12,727.23 |
| | | \$312,747.77 |

EXPENSES—SUMMARY

| , m | | | |
|---|---|---|---|
| From Allied Corporations | | 1,521,668.40 | 484,911.51 |
| From Gifts and Receipts for Designated Purposes | \$93,068.29 \$1,498,834.12 16,124.81 3,800.00 39,905.73 10,734.28 6,499.96 8,300.00 23,976.65 | 1,521,668,40 | \$484,911,51 |
| From Income of Special Endowments | \$933,068.29 16,124.81 39,905.73 6,499.96 23,976.65 | 1,019,575.44 | 3,276,48 5,537.94 66,483.74 2,833.34 148,935.94 46,529.41 \$1,293,172.29 |
| From General Income | \$4,057,828.90 835,635.76 248,808.56 186,277.27 4,000.00 321,830.87 | 8,195,625.20 5,654,381.36 1,019,575.44 1,521,668,40 | 273,596.85 |
| Total | \$6,489,731.31 \$4,057,828.90 855,560.57 835,635.76 299,448.57 248,808.56 201,077.23 186,277.27 27,976.65 4,000.00 321,830.87 321,830.87 | 8,195,625.20 | 273,596.85 3,276.48 3,276.48 5,371.94 66,483.74 2,833.34 148,935.94 46,529,41 \$8,195,625.20 \$5,380,784.51 \$1,293,172.29 |
| | Educational Administration and Instruction Buildings and Grounds. Library. Business Administration. Annutities. | Transferred from Gifts and Receipts for Designated Purposes | Transferred from Income of Special Endowments: Alumni Federation of Columbia University Burgess (John W.). Carpenic (H. W.). Fire Insurance. Kennedy (John Stewart). Van Cortland (Robert B.). |

REPORT OF THE TREASURER

STUDENTS LOAN FUNDS

| | Principal at June 30, 1926 | Additions | Principal at June 30, 1927 | Loans | Balance |
|-----------------------------------|----------------------------------|-------------|----------------------------------|-------------|-------------|
| SPECIAL LOAN FUNDS: | 4610.46 | 64.87 | 4524 32 | \$244.00 | \$280.32 |
| Blumenthal (George Ir) | 18.551.54 | 5.388.33 | 23,939.87 | 8,139.83 | 15,800.04 |
| Class of 1879, School of Mines. | 4,087.26 | 26.69 | 4,113.95 | 2,691.00 | 1,422.95 |
| Class of 1886 | 588.92 | 27.30 | 616.22 | 355.00 | 261.22 |
| Class of 1887, School of Mines. | 10,267.38 | 826.91 | 11,094.29 | 6,578.03 | 4,516.26 |
| Class of 1901. | 5,000.00 | 0.52 | 5,000.52 | 4,760.00 | 240.52 |
| Class of 1904 | 1,162.46 | | 1,162.46 | 703.00 | 459.46 |
| Class of 1908 | 990.15 | 4.63 | 994.78 | 695.63 | 299.15 |
| Class of 1910. | 862.97 | | 862.97 | 841.00 | 21.97 |
| Class of 1914 War Memorial. | 1,003.04 | 10.43 | 1,013.47 | 00.929 | 337.47 |
| Class of 1916 | | 1,001.92 | 1,001.92 | 830.60 | 171.32 |
| Clyde (Mrs. Ethel and Miss Edith) | 1,680.35 | 717.00 | 2,397.35 | 1,653.56 | 743.79 |
| Collins (Perry McDonough) | 4,600.12 | 74.92 | 4,675.04 | 3,634.24 | 1,040.80 |
| Graham (Benjamin) | 5,150.68 | 2,521.51 | 7,672.19 | 6,751.05 | 921.14 |
| Huber (Frederick W.) | | 100.00 | 100.00 | 100.00 | |
| Kearney (Phil). | 2,022.05 | 15.46 | 2,037.51 | 1,820.24 | 217.27 |
| Knapp | 2,000.75 | | 2,000.75 | 1,883.00 | 117.75 |
| Law School | 81.36 | | 81.36 | 67.50 | 13.86 |
| Payne (C. Q.) | 2,953.48 | 82.71 | 3,036.19 | 2,390.69 | 645.50 |
| Shoemaker (William Brock) | 4,759.53 | 395.25 | 5,154.78 | 3,410.68 | 1,744.10 |
| Stabler (Edward L.) | 1,210.09 | 14.68 | 1,224.77 | 662.00 | 562.77 |
| Students | 16,558.92 | 508.05 | 17,066.97 | 14,466.59 | 2,600.38 |
| University Extension | 3,166.26 | 61.04 | 3,227.30 | 2,655.25 | 572.05 |
| Total Special | \$87,216.76 | \$11,782,22 | \$6,866,86\$ | \$66,008.89 | \$32,990.09 |
| | | | | | |

| CENTED AT I DANI BITATIO. | - | • | | | | |
|---|--------------|-------------|---------------------------------------|--------------|-------------|-----|
| Applied Science Scholarship | 2,527.92 | 4,053.81 | 6,581.73 | 4.233.00 | 2.348.73 | |
| Architecture Scholarship | 840.00 | 1,000.00 | 1,840.00 | 686.50 | 1,153.50 | |
| Business Scholarship | 3,247.84 | 6,078.98 | 9,326.82 | 5,888.50 | 3,438.32 | |
| College Scholarship | 3,392.78 | 9,026.97 | 12,419.75 | 11,286.31 | 1,133.44 | |
| Fund of \$40,000 | 40,016.23 | 408.40 | 40,424.63 | 17,712.22 | 22,712,41 | ĸ |
| Graduate Scholarship | 3,383.56 | 7,047.36 | 10,430.92 | 9,628.70 | 802.22 | E |
| Journalism Scholarship | 1,400.00 | 2,327.06 | 3,727.06 | 3,092.00 | 635.06 | Р |
| Law Scholarship | 5,457.12 | 10,455.07 | 15,912.19 | 13,519.30 | 2,392.89 | U |
| Medicine Scholarship | 5,553.40 | 11,923.51 | 17,476.91 | 14,868.50 | 2,608.41 | K |
| Total General. | \$65,818.85 | \$52,321.16 | \$118,140.01 | \$80,915.03 | \$37,224.98 | 1 |
| Total of Special and General Loan Funds | \$153,035.61 | \$64,103.38 | \$64,103.38 \$217,138.99 \$146,923.92 | \$146,923.92 | \$70,215.07 | O F |
| | | | | | | |

| \$146,923.92 1,175.00 1,274.87 | 149,373.79 2,540.90 | \$146,832.89 |
|---|---------------------|--------------|
| LOANS TO STUDENTS Special and General as above General Funds (Special 1914-1915 Loan Account). (Special 1923-1924 Loan Account) | Less Reserves | Net |

BALANCE SHEET AT JUNE 30, 1927

| ASSETS | | General Funds | Special Endowments and Funds | Total |
|---|--|--------------------------------------|------------------------------------|---------------------------------------|
| Cash at Banks and on Hand | | \$229,683.10 52,000.00 | \$369,437.88 2,06 0, 84 | \$599,120.98 54,060.84 |
| Accounts Receivable: Sundry Debtors Accounts Receivable—Students, less reserve Arrears of Rent (see page 43) | \$859,619.72 24,746.83 13,809.66 | 120,818.20 | 777,358.01 | 898,176.21 |
| Loans to Students, less Reserve (see pages 36–37) Inventories of Materials and Supplies Rents Accrued—not due Deferred Charges: | | 83,101.78 316,410.33 92,961.13 | 63,731.11 | 146,832.89 316,410.33 92,961.13 |
| Unexpired Insurance | 29,725.11 8,989.03 | 37,060.22 | 1,653.92 | 38,714.14 |
| Advances—University Patents, Inc | and Bequests | 10,219.36 45,188.65 | | 10,219.36 45,188.65 |
| Income of Special Endowments | \$2,085.75 44,605.48 | | 46,691.23 | 46,691.23 |
| Securities Owned—Book Value (see page 81) Investment of Deposits—Book Value (see Contra \$43, Real Estate: General Funds: University Land, Buildings and Equipment at Cost (see page 89)\$2 | 141.76) | 4,167.52 26,281.88 | 27,256,186.24 | 27,260,353.76 26,281.88 |
| Joint Administrative Board Advances (New Medical School) | 121,319.16 | | | |
| Values (see page 91) 4,855,285.75 | 26,297,285.75 | | | |
| \$5 Special Funds: Rental Property | 55,593,396.47 5,121,001.77 | 55,593,396.47 | 5,121,001.77 | 60,714,398.24 |
| Unfilled Orders for Construction and Equipment Redemption Fund: | | \$80,732.69 | | \$80,732.69 |
| Securities | \$949,450.00 100,550.00 | 1,050,000.00 | | 1,050,000.00 |
| Loans—Due from General Funds and Special Endo | | \$57,742,021.33 | \$33,638,121.00 | |
| Funds per Contra | ********* | \$57,742,021.33 | 718,449.07 \$34,356,570.07 | 718,449.07 \$92,098,591.40 |
| | | | | |

Included in the assets are real estate investments, etc., amounting to \$6,315,943.49 representing property received from the Estate of Amos F. Eno, together with the accumulated income thereon which is subject to a contingent liability to refund to the Executors the amount of any claims that may arise for which provision have not been made.

BALANCE SHEET AT JUNE 30, 1927

| | DALANCE SHEE | 31 MI 3014. | D 00, 1727 | | |
|----|--|-------------------|------------------|-----------------|-----------------|
| | | | | Special | |
| | | | General | Endowments | |
| | LIABILITIES, RESERVES, FUNDS AND C | CAPITAL | Funds | and Funds | Total |
| | | | | | |
| Je | otes Payable | | \$1,000,000.00 | | \$1,000,000.00 |
| " | counts Payable | | 25,360.68 | | 25,360.68 |
| | eposits: | | , and the second | | |
| | | \$16,966.15 | | | |
| | Students | | | | |
| | Others (See Contra \$26,281.88) | 43,141.76 | CO 407 04 | | 60 107 01 |
| | | | 60,107.91 | | 60,107.91 |
| 2 | ayments Received in Advance: | | | | |
| | General Funds: | | * | | |
| | From Students—For Fees | 27,605.60 | | | |
| | Prepaid Rents-Rental Properties | 16,734.66 | | | |
| | 1.cp | | | | |
| | | \$44,340.26 | | | |
| | 0 117 -1- | Q11,010.20 | | | |
| | Special Funds: | E02 22 | | | |
| | Prepaid Rents—Rental Properties | 583.33 | | 502.22 | 44.022.50 |
| | | | 44,340.26 | 583.33 | 44,923.59 |
| A | ccrued Interest: | | | | |
| | Mortgages Payable | \$50,358.64 | | | |
| | Columbia College Bonds Payable | 7,500.00 | | | |
| | Deposits | 89.70 | | | |
| | Deposits | | 57,948.34 | | 57,948.34 |
| | Name Wards Cites Decountry | | 01,710,01 | | |
| IV | Iortgages—New York City Property: | 0449 000 00 | | | |
| | Loubat Property | \$448,000.00 | | | |
| | Claremont Avenue Properties | 763,000.00 | | | |
| | 626 Fifth Avenue | 387,000.00 | | | |
| | 632 Fifth Avenue | 66,000.00 | | | |
| | 460-64 Riverside Drive | 600,000.00 | | | |
| | 404 West 116th Street | 95,500.00 | | | |
| | 424–30 West 116th Street | 400,000.00 | | | |
| | 115th Street & Amsterdam Avenue | 100,000.00 | | | |
| | | | | | |
| | 437 West 117th Street | 60,000.00 | | | |
| | College of Dental and Oral Surgery | 112,500.00 | | | |
| | Upper and Lower Estates | 4,607,500.00 | | | |
| | | | 7,639,500.00 | | 7,639,500.00 |
| R | Reserves: | | | | |
| | Contingent Items | \$91,036.10 | | | |
| | Requisitions Outstanding: Estimated | 337,926.94 | | | |
| | requisitions outstanding, 20011111000000000000000000000000000000 | | 337,926.94 | 91,036.10 | 428,963.04 |
| _ | Salambia Callege 407 Martgage Ronds | | 2,250,000.00 | , | 2,250,000.00 |
| | Columbia College 4% Mortgage Bonds | | 2,200,000.00 | 839,775.42 | 839,775.42 |
| | Jnexpended Income (see page 51) | | | 007,113.42 | 007,110.12 |
| U | Inexpended Gifts and Receipts for Designated | | | 4 064 450 30 | 1 061 150 20 |
| | page 62) | | | 1,061,159.30 | 1,061,159.30 |
| E | Endowments and Funds: | | | | |
| | Special Endowments (see page 128) | | | 31,914,014.22 | 31,914,014.22 |
| | Student Loan Endowments (see pages 36-37) | | 118,140.01 | 98,998.98 | 217,138.99 |
| | Permanent—For Purchase of Land, etc. (see page | | 15,411,925.46 | | 15,411,925.46 |
| | Capital Account (see page 40) | | 29,236,825.38 | | 29,236,825.38 |
| | Principal of Redemption Fund | | 1,050,000.00 | | 1,050,000.00 |
| | | | | | 142,500.00 |
| | Amortization—Loan of 1925 | | 142,500.00 | | 142,300.00 |
| | | | | 001 005 555 | 004 200 440 22 |
| | | | | \$34,005,567.35 | |
| I | Loans-Due to Special Endowments and Funds per | r Contra | 367,446.35 | 351,002.72 | 718,449.07 |
| | | | | | |
| | | | \$57,742,021.33 | \$34,356,570.07 | \$92,098,591.40 |
| | | | | | |
| | | | | | |

CAPITAL ACCOUNT AS AT JUNE 30, 1927

| Balance at July 1, 1926 | | \$27,469,649.06 |
|--|---|-----------------|
| ADJUSTMENTS: | | |
| ADD: | | |
| Adjustment of Fees and Expenses applicable to pre- | | |
| vious years | \$10,802.89 | • |
| based on 1926 Assessed Valuations | 1,897,500.00 | |
| Transfer of Gifts (Various) | 1,267.86 | |
| Setting up Building at 610 Fifth Avenue | 1.00 | |
| Accounts receivable previously written off—collected | 165.11 | |
| Unclaimed deposits taken in | 25.00 | |
| Old outstanding checks—unclaimed, written back. | 533.88 | |
| Adjustment of Chemistry Inventory | 99,377.96 | 100 |
| Y. M. C. A. Inventory taken over | 250.00 | |
| | \$2,009,923.70 | |
| DEDUCT: | | |
| Insurance premiums applicable to previous years | 3,848.77 | |
| Adjustment of Expenses applicable to previous years | 410.75 | |
| Transferred to Principal of Student Loan Funds Transferred to Income of Special Endowments | 51,210.00 | |
| (Pulitzer Fund) | 190.00 | |
| Fund) | 247.35 | |
| Plan for Increase of Capital Funds | 9,380.14 | |
| Zucker Patents transferred | 2.00 | |
| Transferred to Reserve for Commons Equipment Transferred to Principal of Special Endowments | 14,602.48 | |
| (Civil Engineering Testing Laboratory Fund) | 10,112.83 | |
| Annuity payments applicable to previous years | 1,513.30 | |
| Transferred to Gifts (Summer Session Scholarship | 0.000.00 | |
| Gift) | 9,000.00 | |
| AV | \$100,517.62 | 4 000 404 00 |
| Net Additions | | 1,909,406.08 |
| Adjusted Balance | | \$29,379,055.14 |
| DEDUCT: | | |
| Excess of Expenditures over Income for fiscal year | | |
| ended June 30, 1927 | • | 142,229.76 |
| Balance at June 30, 1927 | | \$29,236,825.38 |
| | | |

LINGLEY, BAIRD & DIXON

ACCOUNTANTS AND AUDITORS

TAX CONSULTANTS FACTORY COSTS AND DRIGHNIZATION

NO. 41, MAIDEN LANE

NEW YORK

RICHARD T. LINDLEY, C.P.A.
JOHN J. BAIRD, C.A.
CNARLES A. SENNETT, A.S. A.A.
JOHN F. Necase, LL.N.

"AUDITORS-NEW YORK

UNITED STATES
SAN FRANCISCO
LOS ANGELES
ENGLAND
LONDON
CANADA
FONTREAL AND
PROVINCES
BOUTH A NA PRICA
RIO DE JANEIRO
GAO PAULO
CENTRAL AMERICA
MERICO CITY

October 3, 1927

CERTIFICATE

We have examined the books and records of the Treasurer of Columbia University in the city of New York for the fiscal year ended June 30, 1927 and we are satisfied as to the general correctness of the accounts. Our detailed report thereon has been submitted to the freasurer.

The cash at banks and on hand has been verified and the securities representing the invasted endowments and funds have either been produced to us or verified by certificate received from the dopositaries. We have verified the income receivable from invested endowments and funds and have tested and substantially verified all other income shown by the books of the University. Payments made on account of principal and income of General and Special Funds and Gifts have been tested to satisfy ourselves of their general accuracy.

The securities owned are carried either at their purchase price or at the market value at the date of their acquisition by gift.

The Academic Properties, covering Land, Buildings and Equipment are carried in the accounts at cost. The properties known as the Upper and Lower Estates are carried at 1928 New York City assessed valuations. The other properties of the University are carried at cost, cost plus carrying charges, 1923 New York City assessed valuations, and in a few instances at nominal values. These valuations, for the purposes of the accompanying Balance Sheet, appear to us to be proper. Reserves for depreciation have been deducted from the active rental properties.

On the basis stated above, WE HEREBY CERTIFY that the Balance Sheet submitted herewith is in accordance with the books and in our opinion fairly reflects the financial status of the University at June 30, 1927,

Accountants and Auditors.

Payments by Allied Corporations

| (1) | Salaries Account Barnard College. Credited to the follow | ing Departm | ients: |
|-----|---|---|-----------------|
| 1-7 | General University Administration | \$27,600.00 | iciito. |
| | Anthropology | 2,000.00 | |
| | Botany | 16,200.00 | |
| | Chemistry | 15,800.00 | |
| | Economics | 16,650.00 | |
| | English and Comparative Literature | 53,500.00 | |
| | Fine Arts | 5,000.00 | |
| | Geology | 7,500,00 | |
| | Germanic Languages | 12,000.00 | |
| | Greek and Latin | 21,000.00 | |
| | History | 13,900.00 | 100 |
| | Mathematics | 9,000.00 | |
| | Philosophy and Psychology | 23.700.00 | |
| | Physical Education | 21,300.00 | |
| | Physics | 9,000.00 | |
| | Public Law | 7.000.00 | |
| | Romance Languages | | |
| | Zoology | 32,650.00 21,500.00 | |
| | | 3.000.00 | |
| | Library Business Administration | | |
| | | 8,300.00 | 0200 (00 (0 |
| | Annuity Contributions | 2,089.68 | \$328,689.68 |
| (2) | Salaries Account Teachers College. Credited to the follow Food Chemistry. Philosophy and Psychology. Psychiatry. Biological Chemistry. Education and Practical Arts. Institute of Public Health. Annuity Contributions. Carnegie Foundation. Credited to the following: Retiring Allowances. Widows' Allowances. | ring Departr \$1,200.00 1,500.00 800.00 720.00 553,350.00 1,200.00 12,992.50 | 571,762.50 - |
| (4) | Presbyterian Hospital. Credited to the following: Laboratories | 30,817.09 | 99,304.87 |
| | | | |
| | | | \$1,036,756.89 |

ARREARS OF RENT, JUNE 30, 1927

UPPER ESTATE

| 19 West 48th Street. 37 West 48th Street. 63 West 48th Street. 62 West 51st Street. | \$1,378.00 1,203.13 835.63 3,718.75 | \$7,135.51 |
|--|---|--------------|
| LOWER ESTATE | | |
| 53 Barclay Street | | 1,600.00 |
| RENTAL PROPERTY | | |
| 435 West 117th Street. 404 West 116th Street. 424–30 West 116th Street. 460–64 Riverside Drive. 21 Claremont Avenue. 29–35 Claremont Avenue. 39–41 Claremont Avenue. | \$95.00 475.00 600.00 2,975.01 310.01 144.45 116.67 | 4,716.14 |
| ENO ESTATE | | |
| 293 Front Street. 430 West Broadway. 44 West 64th Street. 46 West 64th Street. | \$233.34 50.00 11.67 63.00 | 358.01 |
| | | *\$13,809.66 |

^{*}Since June 30, 1927, this amount has been reduced to \$8,927.21.

RECEIPTS AND DISBURSEMENTS OF INCOME OF SPECIAL ENDOWMENTS FOR THE YEAR ENDING JUNE 30, 1927

| | Debit | Credit | | | | Debit | Credit |
|--|----------------------|----------------------|-----------------------|--------------|-----------------------|---------------------|---------------------|
| | Balances Tune 30. | Balances Tune 30. | Received 1926-1927 | Total | Expended 1926-1927 | Balances Tune 30 | Balances Tune 30 |
| | 1926 | 1926 | | | | 1927 | 1927 |
| | | | | | | | |
| Adams (Ernest Kempton) | : | \$4,464.61 | \$2,761.28 | \$7,225.89 | | : | \$7,225.89 |
| Aldrich (James Herman) | | : | 293.75 | 293.75 | 250.00 | : | 43.75 |
| Alumni Federation of Columbia University | | : | 3,276.48 | 3,276.48 | 3,276.48 | : | |
| Anonymous for Church and Choral Music | | : | 5,925.48 | 5,925.48 | 5,925.49 | .01 | |
| Anonymous for Department of Metallurgy | | 2,277.78 | 5,875.00 | 8,152.78 | 2,000.00 | | 3,152.78 |
| Art Professorship | | 180.98 | 5,875.00 | 6,055.98 | 6,401.36 | 345.38 | |
| Avery Architectural | | 301.67 | 2,864.29 | 3,165.96 | 1,823.00 | | 1,342.96 |
| Baier (Victor) | | 852.34 | 1,175.00 | 2,027.34 | 1,000.00 | : | 1,027.34 |
| Bangs (Francis Sedgwick) | | 45.83 | 308.02 | 353.85 | 300.00 | | 53.85 |
| Barker (Clarence) Musical Scholarship | | 2,844.99 | 1,472.25 | 4,317.24 | 1,301.25 | : | 3,015.99 |
| Barnard Fellowship | | 2,148.81 | 587.50 | 2,736.31 | | : | 2,736.31 |
| Barnard Library | | 749.07 | 4,456.19 | 5,205.26 (1) | (1) 4,318.08 | | 887.18 |
| Barnard (Margaret) | | | 954.69 | 954.69 (25) | (25) 954.69 | : | |
| Bearns (Joseph H.) | | | 3,069.53 | 3,069.53 | | : | 3,069.53 |
| Beck Prize | | | 470.00 | 470.00 | 400.00 | : | 70.00 |
| Beck Scholarship | | | 117.50 | 117.50 | 100.00 | : | 17.50 |
| Beekman (Gerard) | | | 587.50 | 587.50 | 500.00 | : | 87.50 |
| Beer (Julius) | | 2,734.96 | 657.72 | 3,392.68 | | : | 3,392.68 |
| Bennett Prize | | 258.63 | 58.75 | 317.38 | 20.00 | | 267.38 |
| Bergh (Henry) | | 1,602.22 | 5,875.00 | 7,477.22 | 5,021.82 | | 2,455.40 |
| Blumenthal Endowment | | 3,490.25 | 7,939.09 | 11,429.34 | (2) 8,775.24 | | 2,654.10 |
| Bondy (Emil C.) | | 5,668.10 | 5,875.00 | 11,543.10 | 4,627.61 | | 6,915.49 |
| Boring Fellowship | | 364.36 | 364.25 | 728,61 | | | 728.61 |
| Brainard (Edward Sutliff) Memorial | | 6.20 | 70.50 | 16.70 | 00.09 | : | 16.70 |
| | | | _ | _ | | _ | |

| 1 | 5 |
|---|-----|
| 1 | ~ 3 |

| REPORT OF THE TREASU | URER |
|----------------------|------|
|----------------------|------|

| | | | | R | E | Р | 0 | R | 1 | : | C |)] | ? | 7 | E | 1 | Е | | T : | R | E | A | s | U | R | E | E | 2 | | | | 45 |
|---------------------------|--------------|--------------------------------|---------------------------------|-------------------|--------------------------------|------------------|----------------------|------------------------|--------------------|-----------------------|-------------------------|--------------------------|-------------|-------------------------|------------------------|------------------------------|---------------|-------------------|--------------|---|---------------------------|---------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|------------------------------|------------------------------|-------------------------|---------------|---------------------------|
| 3,468.66 | 536.64 | 42.96 | 43.75 | | 552.55 | 598.12 | 52.50 | | | 2,521.13 | 125.50 | 10,675.67 | 17.10 | 1,435.26 | 24,676.58 | 384.16 | 252.07 | | 9.19 | 1,707.69 | 87.50 | 17.78 | 91.39 | 290.29 | 196.23 | 80.20 | 72.79 | : | 105.00 | 12.25 | 433.01 | 10,946.09 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1,100.00 | | 250.00 | 250.00 | 5,537.94 | 25.00 | | 300.00 | 14,687.50 | (3) 74,214.41 | 17,548.91 | | 16,000.00 | 10,573.95 | 8,000.00 | 19,874.68 | 183.55 | 650.00 | (4) 44.37 | 120.79 | | 200.00 | | 83.00 | 530.00 | | | | € € | 9 | 70.00 | | (6) 32,660.00 |
| 4,568.66 | 536.64 | 292.96 | 293.75 | 5,537.94 | 577.55 | 598.12 | 352.50 | 14,687.50 | 74,214.41 (3) | 20,070.04 | 125.50 | 26,675.67 | 10,591.05 | 9,435.26 | 44,551.26 | 567.71 | 902.07 | 44.37 | 129.98 | 1,707.69 | 587.50 | 17.78 | 174.39 | 820.29 | 196.23 | 80.20 | 402.79 | 587.50 (6) | 705.00 | 82.25 | 433.01 | 43,606.09 (6) |
| 1,292.50 | 73.41 | 293.75 | 293.75 | 5,537.94 | 176.25 | 323.12 | 352.50 | 14,687.50 | 74,214.41 | 17,625.00 | 125.50 | 16,609.01 | 10,575.00 | 8,500.00 | 21,816.04 | 440.62 | 664.62 | 44.37 | 61.69 | 827.96 | 587.50 | 5.82 | 117.50 | 759.62 | 23.50 | 29.37 | 387.75 | 587.50 | 705.00 | 82.25 | 71.97 | 32,702.37 |
| 3,276.16 | 463.23 | | | | 401.30 | 275.00 | | | : | 2,445.04 | | 10,066.66 | 16.05 | 935.26 | 22,735.22 | 127.09 | 237.45 | | 68.29 | 879.73 | | 11.96 | 56.89 | 29.09 | 172.73 | 50.83 | 15.04 | | : | | 361.04 | 10,903.72 |
| | | 97. | | | | | | | | | | | | | | | | | | | | | | | | | | | | : | | |
| Bridgham (Samuel Willard) | Bunner Prize | Burgess (Annie P.) Scholarship | Burgess (Daniel M.) Scholarship | Burgess (John W.) | Butler (Nicholas Murray) Medal | Butler (Richard) | Campbell Scholarship | Carpentier (Edward R.) | Carpentier (H. W.) | Carpentier (James S.) | Casa Italiana Endowment | Castner (Hamilton Young) | Center Fund | Chamberlain (Joseph P.) | Chamberlain (Lydia C.) | Chandler (Charles Frederick) | Chanler Prize | Chapel Furnishing | Chapel Music | Civil Engineering Testing Laboratories Fund | Class of 1848 Scholarship | Class of 1869 | Class of 1881 Arts and Mines | Class of 1885 Mines | Class of 1888 Arts and Mines | Class of 1889 Medal | Class of 1892 Arts and Mines | Class of 1895 Arts and Mines | Class of 1896 Arts and Mines | Class of 1901 Decennial | Class of 1905 | Collins (Perry McDonough) |

| | Debit Balances June 30, 1926 | Credit Balances June 30, | Received 1926–1927 | Total Credits | Expended 1926-1927 | Debit Balances June 30, | Credit Balances June 30, |
|--|---------------------------------------|--------------------------------|-----------------------|------------------|-----------------------|-------------------------------|---|
| | | | | | | | |
| Columbia Hudson-Fulton Prize | | | 58.75 | 58.75 | : | | 58.75 |
| Columbia University Football Association | | : | 439.67 | 439.67 (7) | (7) 439.67 | : | |
| Convers (E. B.) | | 108.26 | 55.87 | 164.13 | | : | 164.13 |
| Cotheal | | 151.23 | 1,000.12 | 1,151.35 | 926.05 | | 225.30 |
| Crocker (George) | | 58,285.01 | 80,736.29 | 139,021.30 | 71,705.38 | | 67,315.92 |
| Crosby (William O.). | | 23.33 | 78.66 | 123.20 | 49.95 | | 73.25 |
| Currier (Nathaniel) | | | 2,937.50 | 2,937.50 | 2,500.00 | | 437.50 |
| Curtis (Carlton C.) | | 6,750.18 | 1,518.01 | 8,268.19 | | : | 8,268.19 |
| Curtis Fellowship | | 2,695.22 | 587.50 | 3,282.72 | | | 3,282.72 |
| Curtis (George William) | | 336.72 | 76.37 | 413.09 | 415.00 | 1.91 | |
| Cutting (W. Bayard) | : | 18,666.00 | 6,326.81 | 24,992.81 (8) | 7 | | 4,027.71 |
| Cutting (W. Bayard, Jr.) | | 371.27 | 830.35 | 1,201.62 (9) | | | : |
| Da Costa Professorship | | | 5,087.75 | 5,087.75 | 5,087.75 | : | : |
| Darling (Edward A.) | | 130.89 | 62.85 | 193.74 | 53.50 | | 140.24 |
| Dean Lung. | | 36,868.30 | 13,930.53 | 50,798.83 (10) | 36,5 | | 14,212.47 |
| Deutscher Verein Prize | : | 114.19 | 58.75 | 172.94 | 20.00 | : | 122.94 |
| De Witt (George C.) | | 764.29 | 898.97 | 1,663.26 | 765.09 | | 898.17 |
| Drisler Classical | | 1,917.21 | 631.56 | 2,548.77 | | | 2,196.02 |
| Dunning (William A.) | | 809.10 | 2,443.90 | 3,253.00 (11) | _ | | 2,591.69 |
| Dyckman | | 1,066.90 | 616.87 | 1,683.77 | 525.00 | : | 1,158.77 |
| Earle Prize | | 217.87 | 77.84 | 295.71 | : | | 295.71 |
| Eaton Professorship. | | | 5,875.00 | 5,875.00 | 4,175.00 | | 1,700.00 |
| Edson (Herman Aldrich) | | 181.25 | 281.72 | 462.97 | 262.50 | : | 200.47 |
| Eimer (August O.) Medal | | | 20.42 | 20.42 | | | 20.42 |
| Einstein | | 1,027.45 | 293.75 | 1,321/20 | | : | 1,321.20 |
| Ellis (George Adams) Scholarship | | | 59.65 | 59.65 | | | 59.65 |
| Elsberg (Albert Marion) | | 5.47 | 95.87 | 101.34 | 95.00 | : | 6.34 |
| | | - | | - | | - | |

| | | I | R : | E | Ρ | 0 | R | T | | 0 | F | | Т | Η | E | 0 | T | R | 2] | 3 . | A | S | U | R | E | R | | | | 4 | F/ |
|--------------------------|---------------|---------------------------|---------------------------|----------------------------------|---------------------|----------------|------------------------|----------------|----------|-------------|----------------|------------------------|-------------------------|------------------------------|-------------------|--------------------------------|-------------|---------------------|------------------------|-----------------------------|-------------------|---------------------|-------------------------------|-----------------------------------|--------------------------|---------------------------------------|--------|---------------|-------------------|------------------------------|----|
| 2,132.90 | 182.78 | 45.42 | | 673.59 | | | 1.55 | 1,970.57 | | 215.39 | 146.32 | 36.11 | 2,301.61 | 1,631.74 | 291.92 | 2,865.91 | 112.53 | 125.68 | 8.75 | 1,073.26 | 7,685.36 | | 7,752.99 | : | 488.05 | 108.33 | 94.43 | 197.32 | : | 369.90 | |
| | | | | | | | | | | | | | | | | | | | | | | | <i>b</i> : | | | | | | | | |
| 2,132.90 | 1,000.00 | | (13) 608.37 | 1,000.00 | (14) 15,739.13 | 2,833.34 | 5.00 | | 1,175.00 | 735.00 | 55.24 | | 2,400.00 | 825.00 | 200.00 | | 20.00 | | | 5,625.00 | (15) 93,841.62 | 248.83 | 151,581.70 (16) 143,828.71 | 10,327.52 | 336.75 | 750.00 | 00.06 | 750.00 | 5,875.00 | | |
| 2,132.90 | 1,182.78 | 45.42 | 608.37 (13) | 1,673.59 | 15,739.13 (14) | 2,833.34 | 6.55 | 1,970.57 | 1,175.00 | 950.39 | 201.56 | 36.11 | 4,701.61 | 2,456.74 | 791.92 | 2,865.91 | 162.53 | 843.84 | 82.09 | 6,698.26 | 101,526.98 (15) | 248.83 | 151,581.70 | 10,327.52 | 824.80 | 858.33 | 184.43 | 947.32 | 5,875.00 | 369.90 | |
| 974.38 | 1,027.22 | 45.42 | 799.36 | 587.50 | 15,739.13 | 2,833.34 | 6.55 | 969.37 | 1,175.00 | 847.17 | 73.44 | 36.11 | 2,820.00 | 969.37 | 762.35 | 558.12 | 58.75 | 843.84 | 58.75 | 5,909.37 | 7,685.36 | 248.83 | 32,463.46 | 8,812.50 | 206.21 | 543.75 | 135.12 | 820.44 | 5,875.00 | 105.75 | |
| 1,158.52 | 155.56 | : | | 1,086.09 | | | | 1,001.20 | | 103.22 | 128.12 | | 1,881.61 | 1,487.37 | 29.57 | 2,307.79 | 103.78 | | 2.03 | 788.89 | 93,841.62 | | 119,118.24 | 1,515.02 | 618.59 | 314,58 | 49.31 | 126.88 | | 264.15 | |
| | | | 190.99 | | | | | | | | | | | | : | | | : | | | | | | | | | | | | | |
| Emmons (Samuel Franklin) | Evans (Henry) | Ewell (Ella Marie) Medal. | Faculty House Maintenance | Ferguson (David W. and Ellen A.) | Fine Arts Endowment | Fire Insurance | Fox (Richard H.) Prize | Garth Memorial | Gebhard | Germanistic | German Lecture | Gibson (William Henry) | Gilder (Richard Watson) | Goldschmidt (Samuel Anthony) | Gottheil (Gustav) | Gottsberger (Cornelius Heeney) | Green Prize | Hall (George Henry) | Hamilton (John Church) | Harriman (Reverend Orlando) | Harris (Ellen C.) | Haughton (Percy D.) | Hepburn (A. Barton) Endowment | Hepburn (A. Barton) Professorship | Hervey (William Addison) | Huber (Frederick W., Jr.) Scholarship | Illig | Indo-Iranian. | James (D. Willis) | Jefferson Statue Maintenance | |

| | Debit Balances June 30, | Credit Balances June 30, | Received 1926–1927 | Total Credits | Expended 1926-1927 | Debit Balances June 30, | Credit Balances June 30, 1927 |
|-------------------------------------|-------------------------------|--------------------------------|-----------------------|------------------|-----------------------|-------------------------------|--|
| | | | | | | | |
| Johnston (Edw. W. S.) | | : | 55.28 | 55.28 | 46.73 | : | 8.55 |
| Kemp (Tames Furman) | | 451.85 | 1,175.00 | 1,626.85 | 1,451.85 | | 175.00 |
| Kennedy (John Stewart) | | | 149,817.87 | 149,817.87 | (17)149,817.87 | | |
| Lasher (John K.) | | | 58.75 | 58.75 | 111.50 | 52.75 | |
| I aw I ihrary | | 787.50 | 308.44 | 1,095.94 | | | 1,095.94 |
| Libbev (Ionas M.) | | 10,090.45 | 12,122.17 | 22,212.62 | 9,750.00 | | 12,462.62 |
| Loubat | | 1,400.00 | 411.25 | 1,811.25 | | : | 1,811.25 |
| Loubat Professorship. | | 4.77 | 5,875.00 | 5,879.77 | 5,875.00 | : | 4.77 |
| MacMahon (Katherine) | | .21 | 83.53 | 83.74 | 75.00 | | 8.74 |
| Maison Francaise | | | 293.75 | 293.75 | 250.00 | | 43.75 |
| Manners (Edwin). | | 75.27 | 176.25 | 251.52 | 146.70 | : | 104.82 |
| Mathematical Prize | | 173.16 | 323.12 | 496.28 | 275.00 | : | 221.28 |
| Mayer (Ralph Edward) | | 10. | 717.07 | 717.08 | 716.87 | : | .21 |
| McClymonds Scholarship | | : | 1,490.45 | 1,490.45 | 1,188.25 | : | 302.20 |
| McKim Fellowship | | 6,282.18 | 1,175.00 | 7,457.18 | 2,000.00 | : | 5,457.18 |
| Member of Class of 1885 | | 104.97 | 69.19 | 166.66 | | : | 166.66 |
| Michaelis (Dr. Alfred Moritz) Prize | | : | 31.53 | 31.53 | 30.00 | | 1.53 |
| Mitchell (William) | | 511.05 | 587.50 | 1,098.55 | 200.00 | : | 598.55 |
| Moffat Scholarship | | : | 117.50 | 117.50 | | | 17.50 |
| Montgomery (Robert H.) Prize | | 13.33 | 118.09 | 131.42 | 100.50 | | 30.92 |
| Morris (Augustus Newbold) | | 125.00 | 587.50 | 712.50 | | | 712.50 |
| Mosenthal Fellowship | | 1,151.77 | 440.62 | 1,592.39 | | | 842.39 |
| Murray (George W.) | - | : | 587.50 | 587.50 | -, | | 87.50 |
| Ordronaux (John) | | | 179.19 | 179.19 | 152.50 | : | 26.69 |
| Peele (Robert) | | : | 117.50 | 117.50 | | : | 117.50 |
| Pell (Mary B.) | | | 680.49 | 680.49 (18) | (18) 680.49 | | |
| Perkins Fellowship | | 158.56 | 334.87 | 493.43 | | | 493.43 |

| | | | | | R | E | P | 0 | R | 1 | | C |)] | ? | 1 | · | Η: | E | | Т : | R | E | A | s | U | R | E | E | 2 | | | | 49 |
|---|-------------------------------------|--------------------------------|---|-------------------|----------------|--|-------------------------------|------------|--|----------------|----------------------|------------------|-------------------------------|-------------------------|--------------------------|-----------------------|---------------|-------------------|----------------------|--------------------------------|---------------------------------------|--------------------------|---------------------------|-----------------------------|-------------------|---------------------|--------------------------|-----------------------|--------|---------------------------|------------------|---|--------------------------|
| | 654.17 | 15.887.98 | 204.62 | 142.16 | 168,573.08 | 520.92 | 2,420.21 | 875.00 | 54,568.01 | 92,378.98 | 8,221.48 | 119.12 | 71.11 | 486.33 | 38.86 | 41.12 | 195.94 | 323.12 | 105.00 | 52.50 | 3,880.53 | 43.75 | 6,560.44 | | 2,547.87 | | 1,473.77 | 93.62 | | 44.93 | 127.29 | : | 175.00 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 711.25 | |
| | | 817.57 | 181.25 | 70.00 | 6,294.19 | 1,677.18 | | 6,800.00 | 71,383.81 | (19) 72,044.87 | 13 | 273.18 | | | 20.00 | 755.94 | 1,161.64 | 1,000.00 | 00.009 | 300.00 | | 250.00 | 2,050.67 | 5,775.00 | | 7,696.25 | | 543.79 | 705.00 | (20) | | 7 | 1,000.00 |
| | 654.17 | 16,705.55 | 385.87 | 212.16 | 174,867.27 | 2,198.10 | 2,420.21 | 7,675.00 | 125,951.82 | 164,423.85 | 21, | 392.30 | | 486.33 | 88.86 | 797.06 | 1,357.58 | 1,323.12 | 705.00 | 352.50 | 3,880.53 | 293.75 | | | 7 | 7,696.25 | 1,473.77 | 637.41 | 705.00 | | 627.29 | 2,211.98 (21) | 1,175.00 |
| _ | 654.17 | 2,937.50 | 54.67 | 82.25 | 39,151.08 | 1,006.81 | 881.25 | 5,875.00 | 94,566.74 | 95,343.13 | 16,173.98 | 293.75 | 71.11 | 274.56 | 58.75 | 696.46 | 1,315.64 | 587.50 | 705.00 | 352.50 | 734.37 | 293.75 | 8,611.11 | 5,875.00 | 1,040.29 | 7,696.25 | 587.50 | 628.62 | 705.00 | 587.50 | 518.96 | 2,188.75 | 1,175.00 |
| _ | | 13,768.05 | 331.20 | 129.91 | 135,716.19 | 1,191.29 | 1,538.96 | 1,800.00 | 31,385.08 | 69,080.72 | 5,677.50 | 98.55 | | 211.77 | 30.11 | 100.60 | 41.94 | 735.62 | | | 3,146.16 | | | | 1,507.58 | | 886.27 | 8.79 | | 229.28 | 108.33 | 23.23 | |
| _ | | | | | | | | | | | | | | | | | | | | | | | | 100.00 | | | | | | | | | |
| | Perkins (Edward H. Jr.) Scholarship | Peters (William Richmond, Jr.) | Philolexian Centennial Washington Prize | Philolexian Prize | Phoenix Legacy | President's House-Furnishing and Equipment | Proudfit (Alexander Moncrief) | Psychology | Pulitzer (Joseph) for School of Journalism | Pulitzer Prize | Pulitzer Scholarship | Reisinger (Hugo) | Rhodes (F. B. F.) Scholarship | Rogers (Howard Malcolm) | Rolker (Charles M., Jr.) | Romaine (Benjamin F.) | Ross (George) | Sandham (Anna M.) | Saunders (Alexander) | Saunders (Leslie M.) Endowment | Schermerhorn (F. Augustus) Fellowship | Schermerhorn Scholarship | Schermerhorn (William C.) | Schiff (Jacob H.) Endowment | Schiff Fellowship | School of Dentistry | Schurz (Carl) Fellowship | Schurz (Carl) Library | Seidl | Shoemaker (William Brock) | Smyth (David W.) | Social and Political Ethics Professorship | Stokes (Caroline Phelps) |

| | | | | | | | | יכ |
|--|----------------------|----------------------|-----------------------|------------------|---------------------------|----------------------|----------------------|-----|
| | Debit | Credit | | | | Debit | Credit | U |
| | Balances June 30, | Balances June 30, | Received 1926–1927 | Total Credits | Expended 1926-1927 | Balances June 30, | Balances June 30, | |
| | 1926 | 1926 | | | | 1927 | 1927 | |
| | | | | | | | | |
| Stuart Scholarship | | | 352.50 | 352.50 | 300.00 | | 52.50 | C |
| Toppan Prize | | 00:09 | 246.75 | 306.75 | 210.00 | : | 96.75 | C |
| Trowbridge Fellowship | | 3,542.04 | 587.50 | 4,129.54 | 200.00 | | 3,629.54 |) [|
| Turner (Charles W.) | 53.99 | : | 255.00 | 201.01 | 127.50 | : | 73.51 | |
| Tyndall Fellowship | | 1,972.77 | 675.62 | 2,648.39 | | | 2,648.39 | U |
| University Publication | | 80.18 | 461.63 | 1,141.81 | | | 1,141.81 | M |
| Van Am Prize | | | 356.02 | 356.02 | | | 356.02 | В |
| Van Amringe (Professor) | | 83.69 | 299.62 | 383.31 | 255.00 | | 128.31 | I |
| Van Cortlandt (Robert B.) | | | 46,529.41 | 46,529.41 | 46,529.41 | | | A |
| Van Praag (L. A.) | | 2,540.28 | 293.75 | 2,834.03 | | | 2,834.03 | |
| Van Rensselaer (Mariana Griswold) | : | 24.17 | 54.23 | 78.40 | 50.00 | | 28.40 | U |
| Waring (Mrs.) | : | | 2,937.50 | 2,937.50 | 2,937.50 | | | N |
| Waring (Miss) | | | 2,937.50 | 2,937.50 | 2,937.50 | | | 1 1 |
| Wendell | | 33.29 | 33.26 | 66.55 | 30.00 | | 36.55 | V |
| Wheeler (H. A.) Scholarship | | | 352.50 | 352.50 | 300.00 | | 52.50 | E |
| Wheeler (John Visscher) Scholarship | | 19.99 | 646.67 | 713.34 | 00.089 | | 33.34 | 歪] |
| Special Investments, Account Unassigned Income | | 129,046.24 Dr. | Dr. 8,746.56 | 120,299.68 (22) | (22) 5,187.69 | : | 115,111.99 | R S |
| Medical School | | | | | | | | 5 I |
| Blumenthal (George, Jr.) | : | 2,445.60 | 10,072.47 | 12,518.07 (23) | | : | 4,764.00 | T |
| Bull (William T.) | : | 961.93 | 1,785.26 | 2,747.19 | 1,400.00 | | 1,347.19 | Y |
| Carpentier (R. S.) | | 916.70 | 5,875.00 | 6,791.70 | 5,000.00 | | 1,791.70 | |
| Clark Scholarship | : | 1,034.59 | 895.94 | 1,930.53 | 762.50 | | 1,168.03 | |
| Cock (Thomas F., M. D.) | | 442.12 | 60.99 | 508.21 | | | 508.21 | |
| Cragin (E. B.) | | | 3,743.14 | 3,743.14 | 3,743.14 | : | | |
| De Lamar (Joseph R.) | | 5,714.08 | 304,598.72 | 310,312.80 | 310,312.80 (24)269,235.21 | : | 41,077.50 | |
| Devendorf (David M.) | | 55.00 | 381.87 | 436.87 | 325.00 | | 111.87 | |
| Doughty (Francis, M. D.) | | : | 587.50 | 587.50 | 200.00 | | 87.50 | |
| Du Bois (Dr. Abram) | : | 4,314.17 | 991.58 | 5,305.75 | 00.006 | | 4,405.75 | |
| Gies (William J.) | | 1,392.85 | 683.21 | 2,076.06 | | : | 2,076.06 | |
| Goldschmidt (Henry Phillips) | | | 278.74 | 278.74 | 278.74 | | | |

| | | | R | E | E 1 | Ρ (| 0 | R | T | | 0 | F | | Т | Н | E | | Т | R | E | C A | 1 8 | 3 1 | U | R : | E R | 2 | | 5 |
|-----------------|----------------|--|------------------|-----------------------------|------------------------------|--------------------------|-----------------------------|----------------|------------------|----------|-----------------------------|--------------------|-------------------------------|---------------------------|-----------------|-------------------------|---------------------------|-------------|-------------------|---------------|----------------|-------------------|----------------------------|-----------------------|----------------------|---|---------------|----------------|----------------|
| 54.76 | 15,832.58 | 53.02 | 3,182.16 | 43.75 | 293.75 | 173.67 | 175.00 | 52.04 | 6.94 | 522.11 | | 43.75 | 1,958.97 | 160.13 | 87.50 | 5,090.52 | | 1,245.41 | | 1,654.87 | 1,272.15 | 283.57 | 203.40 | 45.52 | | \$839.775.42 | _ | | |
| | | | | | | | | | | | | | : | | | | | | | | | | | | 974.45 | \$2.085.75 | | | |
| | 148,973.95 | | | 250.00 | 250.00 | 278.71 | 1,000.00 | 1,602.26 | | 1,243.90 | 587.50 | 250.00 | | 50.00 | | 1,500.00 | 39,516.88 | | 450.00 | | 367.77 | 4,027.47 | 254.36 | 50.16 | 200.00 | \$909 946.24 \$1.985.182.60 \$2.892.403.17 \$2.054.713.50 | | 761,541.21 | \$1,293,172.29 |
| | 161,806.53 | 303.02 | 3,182.16 | 293.75 | 543.75 | 452.38 | 1,175.00 | 1,654.30 | 6.94 | 1,766.01 | | 293.75 | 1,958.97 | 210.13 | 587.50 | 6,590.52 | 39,516.88 | 1,245.41 | | 1,654.87 | 1,639.92 | 4 | 457.76 | 95.68 | Dr. 774.45 | \$2.892.403.17 | | Less Transfers | |
| | 151,265.59 | | 1,429.34 | 293.75 | 293.75 | 236.24 | 1,175.00 | 1,571.56 | 6.94 | 1,422.35 | 587.50 | 293.75 | 724.97 | 58.75 | 587.50 | 881.25 | 39,550.27 | 205.62 | 450.00 | 111.62 | 443.59 | 5,595.74 | 7 | | 287.36 Dr. | \$1.985.182.60 | 201-0-1-0-1-0 | Less Trans | |
| 61.43 | 13,540.94 | 29.00 | 1,752.82 | | 250.00 | 216.14 | | 82.74 | | 343.66 | | | 1,234.00 | 151.38 | | 5,709.27 | | 1,039.79 | | 1,543.25 | 1,196.33 | | 158.89 | 48.68 | | 1 | - [| | |
| | | | | | | | | | | | | | | | | | 33.39 | | | | | 1,284.70 | | | 1,061.81 | \$2,725.67 | | | |
| Gray (Clifford) | Harkness Funds | tarsen Scholarsinp. Tartley (Frank) | Holt (L. Emmett) | Huber (Francis) Scholarship | Huber (Viola B.) Scholarship | facobi (Abraham) Library | acobi (Abraham) Scholarship | aneway (E. G.) | ames (Walter B.) | ee | Martin (Frederick Townsend) | McAneny (Marjorie) | Medical School Equipment Fund | Meierhof (Dr. Harold Lee) | Miller (Guy B.) | Proudfit (Maria McLean) | Sloane Hospital for Women | Smith Prize | Steers (James R.) | Stevens Prize | Swift Memorial | Janderbilt Clinic | Natson (Dr. William Perry) | Weinstein (Alexander) | Wheelock (George G.) | | | | |

INCOME OF SPECIAL ENDOWMENTS-NOTES

TRANSFERS

| (1) | To Barnard Medal Gift | \$ 40.00 |
|------|---|------------|
| (2) | To Principal George Blumenthal Endowment Fund | 1,850.07 |
| (3) | To Principal H. W. Carpentier Fund | ~ 230.67 |
| (4) | To University Land, Buildings and Equipment | 44.37 |
| (5) | To Income Alumni Federation of Columbia University Fund | 587.50 |
| (6) | To Principal Perry McDonough Collins Fund | 489.25 |
| (7) | To Investment Columbia University Football Association Fund | 439.67 |
| (8) | To Principal W. Bayard Cutting Fund | 12,965.10 |
| (9) | To Principal W. Bayard Cutting Jr. Fellowship Fund | 601.62 |
| (10) | To Principal Dean Lung Professorship Fund | 23,800.00 |
| (11) | To Principal William A. Dunning Fund | 26.19 |
| (12) | To Principal Amos F. Eno Endowment Fund | 432,437.76 |
| (13) | To Principal Faculty House Maintenance Fund | 23.75 |
| | To University Land, Buildings and Equipment | 584.62 |
| (14) | To Principal Fine Arts Endowment Fund | 15,739.13 |
| (15) | To University Land, Buildings and Equipment | 93,841.62 |
| (16) | To Principal A. Barton Hepburn Endowment Fund | 119,453.58 |
| (17) | To Investment John Stewart Kennedy Fund | 750.00 |
| | To Premium Account John Stewart Kennedy Fund | 131.93 |
| (16) | To Principal Mary B. Pell Fund | 680.49 |
| (19) | To Income Pulitzer Fund for School of Journalism | 47,676.56 |
| (20) | To Shoemaker Loan Fund | 293.75 |
| (21) | To Seligman Gift | 23.23 |
| (22) | To Premium Account Special Investments | 2,687.73 |
| (23) | To Blumenthal Loan Fund | 5,036.23 |
| (24) | To Premium Account Joseph R. De Lamar Fund | 151.70 |
| (26) | To Barnard Library Fund | 954.69 |
| | | |

\$761,541.21

GIFTS AND RECEIPTS FOR DESIGNATED PURPOSES. RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDING JUNE 30, 1927

| | Credit Balances June 30, | \$125.57 3,483.55 2,45 2,366.38 106.38 23,079.23 100.00 2,750.91 | |
|--|--|--|---|
| | Debit Balances June 30, | 86.07 | |
| | Expended 1926–1927 | \$24.43 75.00 (i) 7.845.40 200.00 1,437.34 1,500.00 4,000.00 3,599.09 3,599.09 | 3,990.00 |
| | Total Credits | \$150.00 75.00 3,483.55 1,772.95 200.00 3,803.72 1,500.00 1,500.00 4,000.00 700.00 6,350.00 100.00 100.00 2,000.00 | 3,990.00 |
| | Received 1926–1927 | \$150.00 25.00 3,483.55 200.00 1,500.00 25,940.98 100.00 4,000.00 4,000.00 | 3,990.00 |
| | Credit Balances June 30, 1926 | \$50.00 1,772.95 3,803.72 106.38 106.38 1,950.00 | |
| | Debit Balances June 30, 1926 | | |
| | ACCOUNTS | Advertising Research Laboratory Gift. Alpha Kappa Psi Fraternity Prize. Alumni of the College of Physicians and Surgeons for the Huntington Library. American Council on Education. American Manufacturers of Toilet Articles Gift for Chemistry Research. Anonymous Gift for Institute of Public Health Salaries. Anonymous Gift for Parl Hall Furnishings. Anonymous Gift for Prizes in the Auditing Laboratory Anonymous Gift for Prizes in the Auditing Laboratory Anonymous Gift for Research Fellowships in Brazilian History. Anthropology, Assistance in Research Association of the Alumni Gift for Traveling Expenses of Assistant to the Dean. Auditing Fund for the School of Business. Bakelite Research Fellowship. | Barnard College Residence Hall Service. |

| Credit Balances June 30, | 80.00 9.45 19,727.19 | 200.00 24.00 111.62 | 338.93 | 4,350.00 | 2,652.44 | 5,000.00 | 3,755.88 | 338.40 44.97 632.95 57.13 |
|--|---|---|---|--|---|--|---|--|
| Debit Balanccs June 30, 1927 | | | | | | | | |
| Expended 1926-1927 | 235.23 | 46.88 | 70.54 | 500.00 | 22,347.56 | | 3,000.00 | 31.50 |
| Total Credits | 80.00 244.68 36,762.16 | 200.00 24.00 158.50 | 70.54 | 500.00 | 25,000.00 | 2,000.00 | 3,000.00 4,000.00 702.21 | 369.90 44.97 632.95 125.00 |
| Received 1926–1927 | 40.00 | 111.62 | 70.54 | 500.00 | 25,000.00 | 5,000.00 | | 218.90 200.00 125.00 |
| Credit Balances June 30, 1926 | 40.00 244.68 18,762.16 | 200.00 24.00 46.88 | | 2.200.00 | | | 3,000.00 4,000.00 702.21 | 151.00 44.97 432.95 |
| Debit Balances June 30, 1926 | | | : : : : : : : : : : : : : : : : : : : | | | | | |
| ACCOUNTS | Barnard Medal. Bastedo Gift for School of Dentistry. Borden Company Gift for Food Chemistry. Rozzykowski, Research Fellowship in Chemical Engin. | eering Bush Gift for Special Scholarships. Butler Library Furnishing Gift | Campbell (Professor William) for Shelving in the Egleston Library | Carnegie Corporation Gift for Home Study Depart- mental Appropriation | Carnegie Corporation Gift for School of Library Service | (Summer Session) Carnegie Endowment Gift for Summer Session Lec- | tures Carpentier Gift for Humane Education Chandler Museum Maintenance Fund | Chapel Organ Gift. Chaplain's Assistant Gift. Check Guarantee Gift. Chemistry, Gift for Repairs to Ward Truck. |

| ACCOUNTS | Debit Balances June 30, 1926 | Credit Balances June 30, | Received 1926–1927 | Total Credits | Expended 1926-1927 | Debit Balances June 30, | Credit Balances June 30, |
|--|---------------------------------------|---|--|---|---|-------------------------------|--------------------------------|
| Dean's Fund for Needy Students Dean's Fund for Preparatory Schools. Dental Laboratory and Infirmary Gift Dodge Gift for Men's Faculty Club | | 23.00 500.00 249.03 495.00 | 664.24 | 23.00 500.00 913.27 495.00 | 30.00 | 7.00 | 500.00 |
| Donahue (Mrs. James P.) Gift for School of Dental and Oral Surgery. Douglas (Mrs.) Gift for Furnishings and Fittings of the Manor House. | | 50,562.50 | 2,528.12 | 53,090.62 | | | 53,090.62 |
| Dunn (Gano) Scholarship Gift Dun Pont Fellowship Fox Prize Gift French Summer School Gift | | 750.00 20.00 352.95 | 350.00 | 350.00 1,500.00 20.00 352.95 | 350.00 750.00 20.00 | | 750.00 |
| Fritzsche Research Fund Gift. General Support of Engineering Schools. Georgian Manganese Company Gift Gerig Gift for the Romanic Review. German Book Exhibition Gift. Grace (Louise N.) Gift. | | 112.00 | 6,000.00 550.00 100.00 2,000.00 | 6,000.00 112.00 550.00 100.00 31.92 2,000.00 | 2,651.46 402.38 100.00 31.92 2,000.00 | | 3.348.54 112,00 147.62 |
| Graduate Class in English, for the upkeep of the Dramatic Museum. Hartley Corporation Gift for the support of the Marcellus Hartley Laboratory. Hartley (Marcellus) Research Laboratory. Indo-Iranian Language Salary Gift. Industrial Research Fellowship. Institute of Arts and Sciences—Gift for Furniture. | .02 | 2,000.00 1,204.85 414.83 10.00 | | 12.36 5,804.85 1,204.85 Dr02 414.83 10.00 | 1,999.42 (*) 1,204.85 | .02 | 3,805.43 |

| R | EP | ORT | 0 | F | тн | E | Т | R I | E A | S | U I | R E | R | | 57 |
|--|---------------------------------|--|-----------------|---|---|------------------------------------|---|---------------------------------------|-------------------------|-------------------|-----------------------|--|--------------------------------------|-------------------------------------|--|
| 750.50 | 1,096.37 | 139.00 | | 1,900.00 | 235.98 | 1,465.42 | 2,263.61 | 48 10 | CTICE. | 11.60 | 66.39 | 4,041.82 | 457.29 | 50.00 99.78 | |
| | | | | | | | | | | | | | | | |
| (9) 127.50 92.63 200.00 | 664.99 370.61 | 100.00 | (10) 433.00 | | 93.17 | 9,344.94 | 3,128.90 | 2,007.03 | 3.60 | 136.52 | 250.20 | 105 25 | | | 62.39 |
| 127.50 750.50 100.00 400.00 | 1.761.36 625.00 | 100.00 | 433.00 | 1,900.00 | 329.15 | 10,810.36 | 2,263.61 | 2,007.03 | 3.60 | 375.73 | 316.59 | 4,041.82 | 457.29 | 50.00 99.78 | 62.39 |
| 127.50 | 1,395.97 | 100.00 | | | 150.00 | 4,250.00 | 2,263.61 | 2,007.03 | 3.60 | 175.00 | 250.00 | | 457.29 | 50.00 | 62.39 |
| 750.50 80.00 200.00 | 365.39 | | 433.00 | 1,900.00 | 179.15 | 6,560.36 | 3,200.00 | | | 200.73 | 66.59 | 4,041.82 | | 99.78 | |
| | | | | | | | | | | | | | | | |
| Israel (Leon) Gift for School of Business. James (Mrs. Walter B.) Gift for purchase of Illustrative Apparatus. Joan of Arc Library Gift Jones (John D.) Scholarship. | Journal of Cancer Research Gift | Lamont (Thomas W.) Gift for the Romanic Review Lamont (Thomas W.) Gift for summer Session Administration and Instruction 1075-26 | Law School Gift | Lee Gift for Department of Indo-Iranian Languages Lee (Mrs. Frederic S.) for Department of Romance | Languages. Lee Gift for the Romanic Review. | Legislative Drafting Research Fund | Legislative Drafting Research Gift for Law School Lehn and Fink Research Fellowship Gift | Library—Purchase of Books and Serials | Library, Supplies Gift. | Loeb (James) Gift | Low (William G.) Gift | Loubat Prize Gift McClymonds (Louis K.) Scholarship Gift | Macy (V. C.) Gift for Social Science | Mathematics—Promotion of Honor Work | Matchews (Professor Brander) Gift for Expenses of Dramatic Museum. |

| Credit Balances June 30, | 285.57 422.15 17.37 248.37 240.18 2,000.00 1,372.71 1,372.71 80.69 160.00 67.00 85.44 100.00 |
|---------------------------------------|---|
| Debit Balances June 30, 1927 | |
| Expended 1926–1927 | 5,982.63 2,000.00 1,741.61 2,172.41 3,000.00 627.29 502.57 1,000.00 4,419.31 1,000.00 1,242.00 300.00 696.61 |
| Total Credits | 285.57 422.15 6,000.00 248.37 2,000.00 1,981.79 4,172.41 3,000.00 2,000.00 2,000.00 1,000.00 1,000.00 1,242.00 67.00 50.00 1,242.00 67.00 50.00 1,242.00 67.00 50.00 1,242.00 1,242.00 50.00 1,242.00 |
| Received 1926–1927 | 4,500.00 1,000.00 1,725.00 2,000.00 2,000.00 2,000.00 1,000.00 1,000.00 1,000.00 1,000.00 1,000.00 1,000.00 1,000.00 1,000.00 |
| Credit Balances June 30, | 284.32 422.15 248.37 256.79 2,172.41 1,000.00 67.00 50.00 34.60 380.00 282.05 |
| Debit Balances June 30, | |
| ACCOUNTS | Metallurgical Research Laboratory Equipment Metals Research Gift Miami Copper Co. Gift for Department of Mining and Montgomery (Robert H.) Gift for Expenses of a Delegate to the International Accountants Congress. Montgomery (Robert H.) Gift for School of Business. Montgomery (Robert H.) Gift for School of Business. Montgomery (Robert H.) Gift for School of Business. Montgomery (Robert H.) Gift for School Library. Morris (Newbold) Gift for Law School Library. Morrow Gift for the Library. Mortow Gift for Department of International Relations. Motion Pictures Producers and Distributors Gift for Research in Psychology. Mudler Gift for the Romanic Review. Mudler Gift for the Romanic Review. Mutual Welfare League Gift. Mutual Welfare League Gift. New York Historical Society Scholarship Gift. Orchestra Gift. |

| : ::: | K O | 5 & E F | 00 | 72 | 2 | : | : | 9 | Τ. | H = | E | 4 | 1 ° | K 61 | 00 E | A : | 9 | 2 | : | : | . 7 | : : | 12 | 9 | : . | 0 |
|--|---------------------------|---|-----------------------|--|-------------------------------------|----------------------------|---|---|--|-----------|---|-----------|---------------------|---|--------------------------------|--|-----------------------------|---|--|--|--------------------------|--|---------------------------------|---------------------------|--------------------------|---------------------------|
| | 5,000.00 | 7,700.00 | 5.00 | 1,980.87 | 75.00 | | | 20,000.00 | | 828.41 | | 42,836.04 | 80.00 | 2,655.39 | 1,100.00 | | 10.00 | 10,000.00 | : | | 2,080.17 | : | 1,118.42 | 1,000.00 | | 4,304.16 |
| | | | | | | | | | | | | | | | | | | | 55.00 | | | | | | | |
| 685.75 (12) 10.00 400.00 | | 1,050.00 | | | | 5,400.00 | (13) 2,300.00 | | | 22,971.59 | | 43,917.93 | | 2,344.61 | 00.009 | (14)275,000.00 | | | : | (15) 600.00 | - | (17) 659.71 | 1,177.91 | | 400.00 | 5,695.84 |
| 685.75 | 5,000.00 | 7,700.00 | 5.00 | 1,980.87 | 75.00 | 5,400.00 | 2,300.00 | 20,000.00 | | 23,800.00 | | 86,753.97 | 80.00 | 5,000.00 | 1,700.00 | 275,000.00 | 10.00 | 10,000.00 | Dr. 55.00 | 00.009 | 3,909.85 | 659.71 | 2,296.33 | 1,000.00 | 400.00 | 10,000.00 |
| 300 00 | | 7,700.00 | | | | 5,400.00 | | 20,000.00 | | 23,800.00 | | 73,750.00 | 80.00 | 2,000.00 | 00.009 | 8,281.02 | | 10,000.00 | | | 659.71 | 659.71 | 109.35 | | 400.00 | 10,000.00 |
| 100 00 | 5,000.00 | 2,254.24 | 5.00 | 1,980.87 | 75.00 | | 2,300.00 | | | | | 13,003.97 | | | 1,100.00 | 266,718.98 | 10.00 | | | 00.009 | 3,250.14 | | 2,186.98 | 1,000.00 | | |
| | | | | | | | | | | | | | | | | | | | 55.00 | | | | | | : | |
| Parsons (Mrs. E. C.) Gift for Department of Anthro-pology Physics Research Gift. | Prentice Gift for Rowing. | President's Special Gift. Publications in the Indo-Iranian Series. | Purchase of Law Books | Pupin (Professor Michael I.) Gift for Physics Research | Renovation of 1882 Memorial Windows | Research in Social Science | Rockefeller (Laura Spelman) Gift for Research (Contemporary France) | Rockefeller (Laura Spelman) Memorial Gift for Research Work in Legal Education. | Rockefeller (Laura Spelman) Gift for Social Research | in France | Rockefeller (Laura Spelman) Gift for Social Science | Research | Rumanian House Gift | Royal Baking Powder Company Research Gift | Sackett (Henry W.) Scholarship | Schermerhorn (Frederick A.) Gift No. 2 | School of Architecture Gift | School of Dental and Oral Surgery Building Fund | School of Mines, Engineering and Chemistry | Seager (Henry R.) Gift for Department of Economics | Seligman (Isaac N.) Gift | Seligman Gift for Social and Political Ethics Salaries | Smith (Edna L.) Fellowship Gift | Special Publications Gift | Special Scholarship Gift | Special Tuberculosis Gift |

| bit Credit nces Balances 5:30, June 30, 1927 | 5.00 127.75 63.00 100.00 375.00 1,184.73 9,000.00 1.00 1,549.64 1,549.64 1,549.64 1,549.64 1,549.64 1,549.64 1,549.64 |
|--|--|
| Expended Balances 1926–1927 1927 | (19) 2.69 1,645.00 6.00 21,600.00 125.00 982.60 (19) 142.00 567.87 300.00 4,772.79 1,007.42 (20) .63 (21) 3,000.04 |
| Total Exp | 5.00 1,708.00 6.00 21,708.00 2,167.33 9,000.00 1,000.00 1,100 1,100 1,549.64 300.00 1,549.64 1,549.64 1,007.42 1,007.43 1,007.42 1 |
| Received 1926–1927 | 127.75 1,650.00 21,650.00 1,296.40 9,000.00 1,549.64 300.00 1,549.64 300.00 1,6.32 11.25 11.25 |
| Credit Balances June 30, | 5.00 2.69 58.00 6.00 50.00 250.00 142.00 110.00 447.96 306.17 150.00 5,191.12 1,007.42 |
| Debit Balances June 30, | |
| ACCOUNTS | Stadium Gift Stander (Philip) Memorial Gift Stander (Philip) Memorial Gift Stander (Philip) Memorial Gift State Aid for Blind Pupils State Aid for Deal Pupils State Scholarships Stroock (Louis S.) Scholarship Gift Summer Session Gift for Entertainment Support of Graduate Schools Support of Graduate Schools Support of the Law School Syllabus Fund of School of Business Syllabus Fund of School of Business Syllabus Fund of Chiversity Extension. Todd Gift for the Romanic Review University Extension Book Fund Gift Van Amringe Memorial Gift Van Walderburgh (Frederick A.) Gift Walker-Gordon Research Gift Wildey (Anna Chesebrough) Gift Winchester Scholarship Gift Winchester Scholarship Gift Queen Wilhelmina Lectureship Gift Wolff (Dr. and Mrs. Meyer) for Special Scholarship Assistance |

| | | | _ | | | | | | |
|--|---|---|--------------------------------|---|--|--|---|--|---------------------------------|
| 500.00 | 128,095.46 2,696.84 533.50 | 1,374.79 | 331.05 | 200.00 | 34.18 912.50 | 273,035.18 | 4,168.61 | 833.50 2,000.00 112.31 | 5.00 90.04 323.47 |
| 100.00 | | 37,873.81 | | | | 2 | | | |
| 1,000.00 | | (22)415,193.44 | 15.054.90 | 500.00 | 4,500.00 | 688,228.77 (23)415,193.59 61,925.37 19,757.88 | 5,978.47 | 00.009 | 142.00 467.50 |
| 1,500.00 Dr. 100.00 25,075.00 5.00 | 128,095.46 2,696.84 533.50 | 377,319.63 | 331.05 | 1,000.00 | 34.18 5,412.50 | 688,228.77 | 10,147.08 | 833.50 2,600.00 112.31 | 5.00 232.04 790.97 |
| 1,500.00 | 2,053.79 | 416,612.57 | 15.000.00 | 1,000.00 | 5,000.00 | 22,306.17 | 483.19 | 86.00 | |
| 75.00 | 126,041.67 2,584.05 533.50 | 1,374.79 | 331.05 | 1 | 34.18 412.50 | 665,922.60 | 9,663.89 | 747.50 2,600.00 112.31 | 5.00 232.04 790.97 |
| 100.00 | | 39,292.94 | | | | | | | |
| Medical School Adler Gift for School of Medicine Alumni Association Prize Alumni Gift for Medical School Building Alumni Room for Medical Center | Anonymous Giff for Medical School 310-Chemical Research Fund 31ological Chemistry, Special Printing | Carnegie Foundation for New Medical School Construction College of Physicians and Surgeons Gift | Columbia-Bellevue Rickets Gift | Crane Giff for Department of Diseases of Children | Dispensary Development Fund. Paulkner (Edw.) Gift for Department of Surgery. General Education Board Gift for New Medical School | Construction. General Education Board Gift for Practice of Medicine Salaries. | General Education Board Gift for the Equipment of a Research Laboratory in Bio-Physics General Support of the College of Physicians and | Surgeons Hartley Corporation Gift, Psychiatry Makekay (Charence H.) Gift for Surgical Research Mailed | Medical School Scholarship Fund |

| ACCOUNTS | Debit Balances June 30, 1926 | Credit Balances June 30, 1926 | Received 1926–1927 | Total Credits | Expended 1926-1927 | Debit Balances June 30, | Credit Balances June 30, |
|---|---------------------------------------|---|---|---|---|-------------------------------|---|
| Oto-Laryngological Gift. Pernicious Anemia Fund Research Fellowship in Mcdicine Gift Research Fellowship in Physiology | | 50.00 1,710.07 141.68 1,000.00 | 3,000.00 | \$0.00 4,710.07 141.68 1,000.00 | 2,876.73 | | 50.00 1,833.34 141.68 1,000.00 |
| Rockefeller Gift for New Medical School Bullu- ing | | 25.00 674,455.08 | 22,732.29 | 25.00 | (24)415,193.53 | | 25.00 281,993.84 |
| Robin and Haas Research Fellowship Gift. | | 12.79 | 2,500.00 | 2,500.00 | 2,500.00 | | |
| Chemistry. Rosenthal Gift for Medical Research. | | 1,296.93 | 2,600.00 | 100.00 | (26) 100.00 2,172.62 | | 1,724.31 |
| Diseases of Children. Special Instrument Fund. | | 9.14 | 500.00 | 500.00 | 283.69 | | 216.31 |
| vanderpile Clinic Oilt for Medical School Staley Vanderbile (Frederick W.)Gift for Vanderbile Clinic. Vanderbile (Harold S.) Gift for Vanderbile Clinic. Wood Gift for Research in Bacteriology | | 715.49 | 3,800.00 116,666.67 50,000.00 2,500.00 | 3,800.00 116,666.67 50,000.00 3,215.49 | 3,800.00 116,666.67 50,000.00 1,781.55 | | 1,433.94 |
| | \$39,575.91 | \$2,004,161.23 | \$1,079,568.97 \$3,044,154.29 \$2,027,600.47 | \$3,044,154.29 | \$2,027,600.47 | \$44,605.48 | \$1,061,159.30 |
| | | | Less Transf | Less Transfers | 1,542,688.96 | | |
| | | | | | \$484,911.51 | | |

\$1,542,688.96

NOTES TRANSFERS

| To the control of the city of | A | \$ 1,207.4 |
|---|------------------|------------|
| To University Land, Buildings and Equipment | | 2,861.7 |
| | | 1,500.00 |
| To Capital Account | | 75,0 |
| dent Loan Fund. | | 1,000.0 |
| To Capital Account | | 4.5 |
| To General Income | | 7,986.8 |
| To Hartley Corporation Gift for the Support of the Marcellus Hartley Laboratory | rtley Laboratory | 1,204.8 |
| To University Land, Buildings and Equipment | | 127.5 |
| To Capital Account | | 433.0 |
| To Osborne Memorial Gift | | 50.0 |
| To Capital Account | | 10.0 |
| To Rockefeller (Laura Spellman) Gift for Social Research in France | | 2,300.0 |
| To University Land, Buildings and Equipment | | 275,000.0 |
| To Capital Account | | 0.009 |
| To University Land, Buildings and Equipment | | 1,829.6 |
| To Seligman (Isaac N.) Gift | | 659.7 |
| To Capital Account | | 2.6 |
| To Capital Account | | 142.0 |
| Fo Capital Account | | 9. |
| To Capital Account | | o. |
| To University Land, Buildings and Equipment | | 415,193.4 |
| To University Land, Buildings and Equipment | | 415,193.5 |
| To University Land, Buildings and Equipment | | 415,193.5. |
| To Bio-Chemical Research Fund | | 12.7 |
| To Bio-Chemical Research Fund. | | 100.0 |

SECURITIES OWNED FOR ACCOUNT OF SPECIAL ENDOWMENTS, GENERAL ENDOWMENTS

| | At June 30, 1927 Book Value | | | | 00 | - 00 | | | 3 | : | | : | : | | : | | | 00 | | |
|----------------------|--------------------------------|-------|---------------------|---|--|--|---|---|---|----------------------|---|----------------------|----------------------|--|-----------------------------------|---|---|-----------------|--|---|
| | At Ju Bo | | | | \$98,500.00 | 2.000.00 | | 00 027 880 | 744,130. | | | | | | | 27 600 00 | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | 291,750.00 | 000 | 1,000.00 |
| | Decrease 1926–1927 | | | | | | | | | \$50,516.25 | 1 | 25,292.30 | 25,324.65 | | 17,940.32 | | | | | 1,000.00 |
| INDS | Increase 1926–1927 | | | | | | | | | | | | | | | | | | | |
| AND DESIGNATED FUNDS | At June 30, 1926 Book Value | | | | | | | | | | | | | | | | | | | |
| AND DESIG | At June Book | | | | \$98,500.00 | 2 000 00 | | 0000 | 244,750.00 | 50,516.25 | | 25,292.30 | 25,324.65 | | 17,940.32 | 00 009 22 | 00.000,12 | 291,750.00 | 000 | 1,000.00 |
| | At June 30, 1927 | Bonds | SCHEDULE I—RAILROAD | 100,000 Atchison, Topeka & Santa Fe Ry. Co.'s Cali- | Refunding 50 Year Gold Bonds, due 1962 | 2,000 Baltimore & Ohio R. R. Co.'s 4 per cent First Mortgoon 50 Vear Bands due 1948 | 250,000 Baltimore & Ohio R. R. Co.'s S. W. Division | 5 per cent First Mortgage Extended Bonds, due | Daltiman & Ohio D D Co's & now cont Equipment Truck | Gold Notes, due 1933 | Baltimore & Ohio R. R. Co.'s 6 per cent Equipment Trust | Gold Notes, due 1934 | Gold Notes, due 1935 | Buffalo, Rochester & Pittsburgh R. R. Co.'s 5 per cent | General Mortgage Bonds, due 1937. | 40,000 Central New England Ry. Co.'s 4 per cent | 300 000 Central Pacific Ry. Co.'s Guaranteed 5 per cent | Bonds, due 1960 | 1,000 Central R. R. Co. of New Jersey 5 per cent | 100 Year General Mortgage Bonds, due 1987 |

| | | 250,000.00 | | 247,835.00 | | 80 066 31 | | 298,262,48 | | 20,000.00 | | 100,000.00 | 75,000.00 | | 76.075.00 | | 149,750.00 | 293,000.00 | 9,515.00 |
|---|---|--|---|--|---|---|--|---|--|-----------------------------------|--|---|---------------------------|---|--|--|----------------------------|--|---|
| _ | 192,172.70 | | 2,000.00 | 91,665.00 | 47,250.00 | | | | | : | | | | 100,187.50 | | | | | |
| _ | | : | | | | 89.066.31 | | | | | _ | : | | | 76.075.00 | | | 99,500.00 | |
| _ | | | : | | : | | | | | | | | | | | | | | |
| | 192,172.70 | 250,000.00 | 2,000.00 | 339,500.00 | 47,250.00 | | | 298,262.48 | | 00.000,00 | | 100,000.00 | 75,000.00 | 100,187.50 | | | 149,750.00 | 193,500.00 | 9,515.00 |
| | Chesapeake & Ohio Ry. Co.'s 4½ per cent General Mort- | 250,000 Chicago & Northwestern Ry, Co.'s 5 per cent Sinking Fund Debenture Bonds, due 1933 | Chicago & Northwestern Ky. Co. s 4 per cent excension Bonds, due 1926. | 292,000 Chicago, Milwaukee & St. Paul Ry. Co.'s 4½ per cent General Mortgage Bonds, due 1989 | Chicago Union Station Co.'s 41% per cent First Mortgage Gold Bonds, due 1963 | 85,000 Chicago & Western Indiana R. R. Co.'s 5/2 per cent First and Refunding Mortgage Bonds, Series A due 1962 | 300,000 Cleveland, Cincinnati, Chicago & St. Louis | R. R. Co.'s 5 per cent Refunding and Improvement Mortgage Bonds, due 1963 | 50,000 Cleveland & Mahoning Valley Ry. Co.'s 5 per | cent 50 Year Gold Bonds, due 1938 | First Mortgage Gold Bonds, due 1947 (Guaran- | teed by Chicago & Northwestern Ry. Co.) 75.000 Duluth & Iron Range Ry. Co.'s 5 per cent First | Mortgage Bonds, due 1937. | Erie K. K. Co.'s 5 per cent 2 Year Notes, due July 1st, 1926. | 100,000 Eric R. R. Co.'s 4 per cent Convertible General Mortgage Bonds. Series A. due 1953 | 200,000 Erie R. R. Co.'s 4 per cent 1st Consolidated | Prior Lien Bonds, due 1996 | and Refunding Mortgage Bonds, due 1974 | 10,000 Grand Trunk Kailway Co.'s 6½ per cent Equipment Trust Certificates, due 1936 |

| At June 30, 1927 Book Value | | \$51,570.63 | 198,465.86 | 202,851.04 | 284,887.50 | 249,347.50 | 10,000.00 | | 2,000.00 | 15,073.29 | 243,550.00 | 298,906.25 | : | | 92,447.50 | 2,805.00 |
|--------------------------------|---|---|---|--|--|---|---|------------------------------------|--|--|--------------------------------------|------------------------------------|---|---|--|--|
| Decrease 1926–1927 | | \$959.86 | 81.64 | | | : | | 276,751.25 | : | 37,366.37 | | : | 100,935.20 | 6 | | |
| Increase 1926–1927 | | | : | \$202,851.04 | 99,387.50 | | | | | | 50,937.50 | 298,906.25 | | | | |
| At June 30, 1926 Book Value | | | | | | 249,347.50 | | | | | | | | | | |
| At June Book | | \$52,530.49 | 198,547.50 | | 185,500.00 | 249,347.50 | 10,000.00 | 276,751.25 | 5,000.00 | 52,439.66 | 192,612.50 | | 100,935.20 | | 92,447.50 | 2,805.00 |
| At June 30, 1927 | 50,000 Grand Trunk Railway Co.'s 7 per cent 20 Year | 200 000 Great Northern Rv. Co.'s 53% ner cent General | Mortgage Gold Bonds, Series B, due 1952 | 200,000 Guif, Mobile & Northern Ky. Co. s 5 per cent First Mortgage Bonds, due 1950 | 300,000 Hudson & Manhatan Co. s 5 per cent First Lien and Refunding Mortgage Bonds, due 1957 | 250,000 linnois Central K. K. Co. s > per cent first and Refunding Mortgage Joint Bonds, due 1963 10,000 Leijsh Valley Railroad Co.'s 4½ per cent First | Mortgage Bonds, due 1940. Lehigh Valley R. R. Co. s 4½ per cent General and Con- | solidated Mortgage Bonds, due 2003 | 5,000 Lehigh Valley Terminal Ky. Co.'s 5 per cent First Mortgage Bonds, due 1941 | Son Official Vance 8, Taylor D. D. C. S. C | Prior Lien Bonds, Series A, due 1962 | Refunding Mortgage Bonds, due 1977 | Missouri Pacific Railroad Co.'s 6 per cent Equipment Trust Notes, due 1934 and 1935 | 100,000 New Orleans & Northeastern Ky. Co. 3 4½ per cent Refunding and Improvement Mortgage | 3.000 New York Central & Hudson River Railroad | Co.'s 6 per cent Conv. Debenture Bonds, due 1935 |

| 103,689.32 | | 1,395.00 | 196,533.75 | 25,000.00 | | 50,277.88 | | 87,343.75 | 4,600.00 | 184,612.50 | | 31,975.00 | 97,375.00 | 1,399.56 | 241,487.50 | 200,489.72 |
|--|---|--|--|---|---|--|---|--|--|--|--|-----------|---|---|--|---|
| | 46,222.50 | | | | 145,906.25 | 113.46 | 196,641.50 | | | | | | | | | |
| 53,689.32 | | | | | | | | 87,343.75 | | | | 235.00 | | | | 200,489.72 |
| | | | | | | | | | | | | | | | | |
| 50,000.00 | 46,222.50 | 1,395.00 | 196,533.75 | 25,000.00 | 145,906.25 | 50,391.34 | 196,641.50 | | 4,600.00 | 184.612.50 | | 31,740.00 | 97,375.00 | 1,399.56 | 241,487.50 | |
| 100,000 New York, New Haven & Hartford Railroad .Co.'s 6per cent Conv. Debenture Bonds, due 1948 | Norfolk & Western Ry. Co.'s 4 per cent Divisional First Lien and General Mortgage Gold Bonds, due 1944 | 2,000 Northern Pacific Railway Co. s 4 per cent Frior Lien Railway Land Grant Gold Bonds, due 1997 | 200,000 Northern Pacific Ry. Co.'s 5 per cent Refunding and Improvement Mortgage Bonds, due 2047 | 25,000 Northern Pacific Railway Co.'s 7 per cent Railway Equipment Bonds, due 1929. | Oregon Short Line K. K. Co. s 4 per cent Kerunding Mortgage Bonds, due 1929 | 50,000 Pennsylvania Railroad Co.'s 7 per cent Secured Gold Bonds, due 1930 | Pere Marquette Ry. Co.'s 5 per cent First Mortgage Bonds, due 1956 | 100,000 St. Louis & San Francisco Ry. Co.'s 4 per cent Prior Lien Mortgage Bonds, Series A, due 1950. | 5,000 St. Louis & San Francisco Ry. Co.'s 5 per cent General Mortgage Bonds, due 1931 | 200,000 St. Louis & San Francisco Ry. Co.'s 5 per cent Prior Lien Bonds. Series B. due 1950 | 32,000 St. Paul, Minneapolis & Manitoba Railroad | due 1933. | 100,000 Southern Pacific R. R. Co.'s 4 per cent Convertible Bonds, due 1929 | 2,000 Southern Pacific Company's (Central Pacific Stock Collateral) 4 per cent Gold Bonds, due 1949 | 300,000 Southern Ry. Co.'s 4 per cent Development and General Mortgage Bonds, Series A, due 1956 | 200,000 Texas & Pacific R. R. Co.'s 5 per cent General and Refunding Mortgage Bonds, due 1977 |

| At June 30, 1927 | At June Book | At June 30, 1926 Book Value | Increase 1926–1927 | Decrease 1926–1927 | At June Book | At June 30, 1927 Book Value |
|--|-----------------|--------------------------------|-----------------------|-----------------------|-----------------|--------------------------------|
| 25,000 Toledo, Peoria & Western Ry. Co.'s 4 per cent | | | | | | |
| rirst Mortgage Gold Bonds, due 1917 (Certin-cates of Deposit) | \$25,000.00 | | | \$3,000.00 | \$22,000.00 | |
| 250,000 Virginian Ry. Co.'s 5 per cent First Mortgage Bonds, Series A, due 1962 | 249,718.75 | | | | 249,718.75 | |
| 5,000 Wabash Railroad Co.'s 5 per cent 50 Year First Andregage Bonds, due 1939. | 4,637.50 | : | | | 4,637.50 | |
| Zou, bot wabash Kalifoad Co. 8 3 per cent 50 year Second Mortgage Bonds, due 1939. | 100,732.56 | | \$100,850.57 | | 201,583.13 | |
| 100,000 Wabbasii Kailford Co. 8 5 per cent General and Refunding Mortgage Bonds, due 1976 | | | 99,898.25 | | 99,898.25 | |
| gage Bonds, Series A, due 1946 | 190,875.00 | | | 95,437.50 | 95,437.50 | |
| April 15, 1927 | 50,375.00 | | | 50,375.00 | | |
| Mortgage Bonds, due 1949 | 45,750.00 | : | 41,690.00 | | 87,440.00 | |
| | \$5,951,121.51 | \$5,951,121.51 | \$1,500,920.21 | \$1,506,139.25 | \$5,945,902.47 | \$5,945,902.47 |
| Bonds | | | | | | |
| SCHEDULE 11—PUBLIC UTILITY | | | | | | |
| 100,000 Adirondack Power & Light Co.'s 5 per cent Pirst and Refunding Mortgage Bonds, due 1956 | \$96,000.00 | : | | | \$96,000.00 | |
| 200,000 Alabama Power Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1951 | 194,625.00 | | | \bar{\alpha} | 194,625.00 | |
| 300,000 American Telephone & Telegraph Co.'s 5 per cent Debenture Bonds, due 1960 | 292,500.00 | 292,500.00 | | | 292,500.00 | |

| 98,250.00 | 168,721.50 | 103,198.73 | 92,250.00 | | 98,731.25 | | 99,160.00 | 100,275.00 | 99,500.00 | 20,470.00 | 241,659.75 | 107,948.75 | 99,750.00 | 99,625.00 |
|--|---|--|--|---------------------------|---|------------------------------|---------------------------|-----------------------|---------------------------|--|---|--|--|-----------------|
| | | 159.95 | | 51,900.00 | | 92,725.00 | | 12.50 | | 70,592.50 | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| 98,250.00 | 168,721.50 | 103,358.68 | 92,250.00 | 51,900.00 | 98,731.25 | 92,725.00 | 99,160.00 | 100,287.50 | 99,500.00 | 91,062.50 | 241,659.75 | 107,948.75 | 99,750.00 | 99,625.00 |
| 100,000 Atlantic City Electric Co.'s 5 per cent First and Refunding Mortgage Gold Bonds, due 1956 220,000 Brooklyn-Manhattan Transit Corporation's | 6 per cent Sinking Fund Gold Bonds, Series A, due 1968 | & Refunding Mortgage Bonds, Series A, due 1947 Columbia Gas & Electric Co.'s 5 per cent Notes, due 1928 | 100,000 Commonwealth Edison Co.'s 5 per cent First Mortgage Collateral Gold Bonds, due 1953 Consolidated Gas Co. of New York 51% ner cent Gold | Debenture Bonds, due 1945 | and Unifying Mortgage Bonds, Series C, due 1952 | ing Mortgage Bonds, due 1941 | Mortgage Bonds, due 1949. | gage Bonds, due 1949. | Mortgage Bonds, due 1946. | 29,000 hansa City Fower & Light Co. s per cent First Mortgage Gold Bonds, due 1952 | and Refunding Mortgage Bonds, Series A, due 1952. | 102,000 Araillated Mortgage Gold Bonds, due 1990 | 100,000 Missispip River Power Co.'s 5 per cent rise and Refunding Mortgage Bonds, due 1948 | Bonds, due 1951 |

| | | | | | | and the same of th |
|--|-----------------|--------------------------------|-----------------------|-----------------------|--------------------------------|--|
| At June 30, 1927 | At June Book | At June 30, 1926 Book Value | Increase 1926–1927 | Decrease 1926–1927 | At June 30, 1927 Book Value | 30, 1927 Value |
| New England Investment & Security Co.'s Certificate of Indebtedness | \$166.67 | | | \$166.67 | | |
| 15,000 New York & East River Gas Co.'s 5 per cent First Mortgage Gold Bonds, due 1945 | 14,868.75 | | | | \$14,868.75 | |
| 150,000 New York Edison Co.'s 6/2 per cent First Lien and Refunding Mortgage Bonds, due 1941 | 161,916.60 | | | 794.44 | 161,122.16 | |
| cent First and Refunding Mortgage Bonds, Series A, due 1955 | 149,525.00 | : | : | | 149,525.00 | |
| 14,000 Northern New York Utilities, Inc., 5 per cent First Mortgage and Refunding Bonds, due 1963. | 89,968.75 | | | 77,380.00 | 12,588.75 | |
| 100,000 Ohio Power Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1952. | 87,815.00 | | | | 87,815.00 | |
| Oklahoma Gas & Electric Co. s 5 per cent First Mortgage Gold Bonds, due 1950 | 47,375.00 | | | 47,375.00 | | |
| and Refunding Mortgage Bonds, Series D, due 1955 | 98,967.50 | | | | 98,967.50 | |
| and Refunding Mortgage Bonds, Series A, due | 98,031.25 | | | | 98,031.25 | |
| 80,000 Pacific Gas & Electric Co.'s 5/4 per cent First and Refunding Mortgage Bonds, due 1952 | 81,300.00 | | | 20.00 | 81,250.00 | |
| First and Refunding Mortgage Bonds, Series D, due 1953 | 196,625.00 | | | 94 | 196,625.00 | |
| 130,000 Portland Gas & Coke Co. s 5 per cent First and Refunding Mortgage Bonds, due 1940 | 143,275.00 | 143,275.00 | | | 143,275.00 | |

| | | | | | | | | \$3,835,561.85 | | | | | |
|--|-------------------------------|------------------------------------|---|--|------------|---|---|----------------|-------|----------------------------------|--|-----------|--|
| 140,625.00 | 46,687.50 | 102,248.46 | | 195,530.00 | 00 000 261 | | 96,737.50 | \$3,835,561.85 | | | \$2,000.00 | 400.63 | 1,000.00 |
| | | 83.27 | 46,675.00 | | | 23,400.00 | | \$605,101.83 | | | | | |
| | | | | | | | 96,737.50 | \$96,737.50 | | | | | |
| | | | | | | | - | \$4,343,926.18 | | | | | |
| 140,625.00 | 46,687.50 | 102,331.73 | 46,675.00 | -195,530.00 | 93,600.00 | 23,400.00 | | \$4,343,926.18 | | | \$2,000.00 | 400.63 | 1,000.00 |
| 150,000 Public Service of Northern Illinois, 5 per cent First and Refunding Mortgage Bonda, due 1956 | Mortgage Gold Bonds, due 1944 | Con Diang Mortgage Bonds, due 1954 | 200.000 Southern California Edison Co.'s 5 per cent | General and Refunding Mortgage Bonds, Series of 1919, due 1944. Southern Public Utilities Co.'s 5 per cent First and Refunding Mortgage 30 Year Gold Bonds, due | 1943 | Union Electric Light and Power Co.'s 5½ per cent First Mortgage Bonds, Series A, due 1954 | 100,000 Virginia Electric & Power Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1955 | | Bonds | SCHEDULE III—STATE AND MUNICIPAL | 2,000 City of New York 41/2 per cent Corporate Stock, due 1957 | due 1958. | 1,000 City of New York 4% per cent Corporate Stock, due 1960 |

| At June 30, 1927 | At June Book | At June 30, 1926 Book Value | Increase 1926–1927 | Decrease 1926–1927 | At June 30, 1927 Book Value | .0, 1927 /alue |
|---|-----------------|--------------------------------|-----------------------|-----------------------|--------------------------------|-------------------|
| 500 City of New York 41/4 per cent Corporate Stock due 1962. | 200.00 | | | | 200.00 | |
| Bonds | \$3,900.63 | \$3,900.63 | | | \$3,900.63 | \$3,900.63 |
| SCHEDULE IV—INDUSTRIAL | | | | | | |
| 200,000 Aluminum Company of America 5 per cent Sink- ing Fund Debenture Bonds, due 1952 | | | \$199,990.63 | | \$199,990.63 | |
| 100,000 American Smelting & Refining Co.'s 5 per cent First Mortgage Bonds, Series A, due 1947 | | | 101,309.52 | | 101,309.52 | |
| 100,000 Armour & Company's 4½ per cent Real Estate First Mortgage Bonds, due 1939 | | | 92,488.75 | | 92,488.75 | |
| 200,000 Batavian Petroleum Co.'s 4½ per cent Debenture Bonds, due 1942 | | | 187,975.00 | : | 187,975.00 | |
| 200,000 Bethlehem Steel Co.'s 5½ per cent First and Refunding Mortgage Bonds, due 1953 | | | 203,851.85 | | 203,851.85 | |
| 100,000 Chile Copper Co.'s 5 per cent Debenture Bouds, due 1947. | | | 95,125.00 | | 95,125.00 | |
| 37,600 Columbia University Club's 5 per cent Mortgage Bonds, due 1942. | \$37,600.00 | | | : | 37,600.00 | |
| 100,000 General Motors Acceptance Corporation's 6 per cent Debenture Bonds, due 1937 | | | 100,000.00 | | 100,000.00 | |
| 200,000 Humble Oil & Refining Co.'s 5 per cent Debenture Bonds, due 1937 | | : | 199,875.00 | : | 199,875.00 | |
| 200,000 Inland Steel Co.'s 51/2 per cent Debenture Bonds, due 1945 | | | 206,328.43 | 100 | 206,328.43 | |
| 35,000 Lackawanna Steel Co.'s 5 per cent First Consolidated Mortgage Bonds, due 1950 | | | 35,251.56 | : | 35,251.56 | |

| | RE | P 0 | RT (|) F | T F | ΙE | TR | E A | SU | R | ER | 73 |
|---|---|--|--------------------------------|----------------|------------|--------------------------|--|---|-------------|--------|---------------------|--|
| | | | | \$2,147,962.96 | | | | | \$14,699.23 | | | |
| 90,244.79 | 166.67 | 101,221.76 | 198,500.00 | \$2,147,962.96 | | ٠ | \$7,265.89 | 7,433.34 | \$14,699.23 | | | \$89,356.25 256,250.00 77,925.50 |
| | | | | | | | | \$21.66 | \$21.66 | | | |
| 90,244.79 | | 101,221.76 | 198,500.00 | \$2,110,362.96 | | | \$765.89 | | \$765.89 | | | |
| | | | | \$37,600.00 | | | | | \$13,955.00 | | | |
| | | | | \$37,600.00 | | | \$6,500.00 | 7,455.00 | \$13,955.00 | | | \$89,356.25 256,250.00 77,925.50 |
| 90,000 Lehigh Valley Coal Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1974 | Morgage Bonds, que 1940. 1,666.67 New England Investment & Security Co.'s Certificate of Indebtedness | 100,000 Republic Iron & Steel Co.'s 5½ per cent Refunding and General Mortgage Bonds, due 1953 | Fund Debenture Bonds, due 1947 | | SCHEDULE V | UNITED STATES GOVERNMENT | 7,250 United States of America Fourth Liberty Loan 41% per cent Bonds, due 1938. | 7,000 United States of America 4½ per cent Treasury Bonds, due 1947 to 1952 | | Stocks | SCHEDULE I—RAILROAD | 1,000 shares Atchison, Topeka & Santa Fe Railroad Co. Preferred |

| | \$6 |
|--------------------------------|---|
| June 30, 1927 Book Value | \$2,252,113.95 |
| At June 30, 1927 Book Value | \$444,665.00 113,225.65 129,628.25 6,735.19 517,487.51 104,950.00 230,825.00 230,825.00 230,825.00 231,047.60 \$2,252,113.95 \$1.00 102,384.02 73,526.43 45,500.00 112,760.00 112,760.00 112,760.00 112,760.00 112,760.00 |
| Decrease 1926–1927 | \$750.00 320,937.50 3,650.00 \$325,337.50 |
| Increase 1926–1927 | \$39,250.00 104,950.00 77,625.00 \$221,825.00 \$45,500.00 |
| At June 30, 1926 Book Value | \$2,355,626.45 |
| At June Book | \$444,665.00 113,225.65 90,378.25 7,503.19 320,937.50 3,650.00 517,487.51 153,200.00 281,047.60 \$2,355,626.45 \$1.00 99,084.02 73,526.43 112,760.00 112,760.00 293.76 44,650.00 101,900.00 |
| At June 30, 1927 | 4,500 shares Great Northern Railway Co. Preferred 1,000 shares Himois Central Railroad Co. Capital 1,000 shares Louisville & Nashville Railroad Co. Capital 75 shares New Brunswick Ry. Co. Capital New York Central & Hudson River R. R. Co. Capital Norfolk & Western Railroad Co. Adjustment Preferred 4,900 shares Northern Pacific Railway Co. Capital 1,000 shares Southern Pacific Railway Co. Capital 5,500 shares Union Pacific Railway Co. Preferred Stocks SCHEDULE II.—PUBLIC UTILITY Burlington Gas Light Co. Capital (\$50. par value) 1,000 shares Cleveland Electric Illuminating Company Preferred 1,000 shares Consolidated Gas Co. Preferred 500 shares Consolidated Gas Co. Preferred 1,000 shares Buquesne Light Co. Preferred 1,000 shares Buquesne Light Co. Preferred 1,000 shares Rochester Gas & Electric Co. Preferred |

| | &1 (A83 297 01 | |
|--------------------------------|---|--|
| | \$123,262.50 25,200.00 119,312.50 115,387.50 19,422.00 8,000.00 117,572.50 2,377.150.00 25,791.50 7,377.20 117,750.00 25,791.50 7,377.20 117,750.00 2,777.20 81,250.00 121,875.00 7,122.80 3,570.00 971.43 1,687.50 126,587.50 | |
| | | |
| | \$293.76 117,750.00 118.043.76 | |
| | 8965.253.25 | |
| | \$123,262.50 25,200.00 115,387.50 19,422.00 6,313.32 51,750.00 8,000.00 117,572.50 7,377.20 81,250.00 121,875.00 7,122.80 3,570.00 9,14.43 1,687.50 2,650.00 126,587.50 | |
| Stocks SCHEDULE III—INDUSTRIAL | 450 shares American Can Co. Preferred. 450 shares American Linseed Co. Preferred. 1,000 shares American Linseed Co. Preferred. 1,000 shares American Smelting & Refining Co. Preferred. 16 shares American Smelting & Refining Co. Preferred. 16 shares American Sugar Refining Co. Preferred. 18 92/100 shares Consolidation Coal Co. of Maryland Capital. 1900 shares Cuba Cane Sugar Co. Preferred. 1,000 shares General Electric Co. "Special". 1,000 shares General Motors Co. Preferred. 25 shares General Motors Co. Preferred. 29 shares Great Northem Iron Ore Certificates. 1,000 shares International Harvester Co. Preferred. 28 shares Lawyers Mortgage Co. Capital. 10 shares Lawyers Mortgage Co. Capital. 11 shares Manati Sugar Co. Common. 135 shares Rolfe Coal Mining Co. Preferred. 10 shares Rolfe Coal Mining Co. Preferred. 10 shares Woodsum Steamboat Co. Capital (\$50 par value). 10 shares Woodsum Steamboat Co. Capital (\$50 par value). | |

| Decrease At June 30, 1927 1926–1927 Book Value | \$86,608.00 207,704.75 \$28,900.00 100.00 | \$28,900.00 \$294,412.75 \$294,412.75 | \$3.00 2.00 \$232,706.68 46.834.20 1,001.00 | \$232,706.68 \$47,830.20 \$47,830.20 | \$2,000.00 \$84,000.00 4,000.00 84,700.00 \$2,000.00 75,000.00 |
|---|---|---------------------------------------|---|--------------------------------------|--|
| Increase 1926–1927 | | | | | |
| At June 30, 1926 Book Value | | \$323,312.75 | | \$280,536.88 | |
| At June Book | \$86,608.00 207,704.75 28,900.00 100.00 | \$323,312.75 | \$3.00 2.00 279,530.88 1,001.00 | \$280,536.88 | \$86,000.00 88,700.00 77,000.00 |
| At June 30, 1927 | Stocks SCHEDULE IV—BANK AND TRUST COMPANY 266 shares Bankers Trust Co. Capital 500 shares Chase National Bank in the City of New York and Clanse Securities Corporation in the City of New York, Capital | | SCHEDULE V Miscellaneous Agreements with MacMillan Co. Trust Agreements. Acceptances. Stock in Affiliated Corporations. | | Bonds and Mortgages On 360-372 Avenue "A," New York, at 6 per cent due 1934 On Amsterdam Avenue and 167th Street, New York, at 6 per cent, due 1933 On 2479-2491 Amsterdam Avenue, New York, at 6 per cent, due 1933 On 26-28 Beaver Street, New York, at 5½ per cent, due |

| 322,000.00 | 448,000.00 | 87,000.00 | | 123,000.00 | 250,000.00 | 19,530.00 | 52,500.00 | 20,000.00 | | | | 387,000.00 | 00.000.00 | 80,000.00 | 200,000.00 | |
|---|---|---|--|--|-----------------|----------------|---|-----------------------------|---|--|--|--|---------------------|--|--|--|
| 10,500.00 | | 2,000.00 | 230,000.00 | 3,000.00 | | 420.00 | 1,000.00 | 10,000.00 | 233,000.00 | 252,000.00 | 215,000.00 | 42,000.00 | 44,000.00 | | | |
| | | | | | | | | | : | : | | | | | | |
| | | | | | | | | | | | | | | | | |
| 332,500.00 | 448,000.00 | 89,000.00 | 230,000.00 | 126,000.00 | 250,000.00 | 19,950.00 | 53,500.00 | 30,000.00 | 233,000.00 | 252,000.00 | 215,000.00 | 429,000.00 | 110,000.00 | 80,000.00 | 200,000.00 | |
| On 113-115 Broad Street, New York, at 6 per cent due 1930 | On 503-11 Broadway, New York, at 5½ per cent, Open Mortgage | On 500-28 Chefry Street, New York, at 0 per cent, due 1930. | On 20-31 Claremont Avenue New York, at 6 ner cent. | due 1924. On 141-147 Columbus Avenue, New York, at 5½ per | cent, due 1928. | cent, due 1928 | On 21 22 Eight Avenue New Vork at 67 per cent due | On Jrob Final Avenue, 1908, | On 582 Fifth Avenue, New York, at 4½ per cent, due 1927 | On 584 Fifth Avenue, New York, at 4½ per cent, due 1927. | On 586 Fifth Avenue, New York, at 4½ per cent, due 1927. | On 620 Fifth Avenue, New York, at 5/2 per cent, due 1937 | rate, Open Mortgage | On 1045 Fifth Avenue, New York, at 5½ per cent, due 1929 | On 131-145 Flatbush Avenue, Brooklyn, at 6 per cent, due 1929. | |

| At June 30, 1927 Book Value | \$392,920.00 | 16,250.00 | 274,500.00 | 225,000.00 | 70,000.00 | 30,000.00 | 396,000.00 | 2,800.00 | 123,675.00 | 100,000.00 | 15,000.00 | | 240,000.00 | 212,000.00 | |
|--------------------------------|---|---|---|--|-----------------------------------|-----------|---|---|--|---|---|--|--|------------------|---|
| Decrease 1926–1927 | \$9,500.00 | 200.00 | | | | | | | 2,550.00 | | | 228.000.00 | | 17,000.00 | 28,518.39 |
| Increase 1926–1927 | | | | | | | \$396,000.00 | | | 100.000.00 | | | | | |
| At June 30, 1926 Book Value | 00 | : | 00 | | 00 | | | 00 | : | | : | 8 8 | | | : |
| At Ju Bo | \$402,420.00 | 16,750.00 | 274,500.00 | 225,000.00 | 70,000.00 | 30,000.00 | | 2,800.00 | 126,225.00 | | 15,000.00 | 228.000.00 | 240.000.00 | 229,000.00 | 28,518.39 |
| At June 30, 1927 | On 106-108 Fulton Street, New York, at 5 per cent, due 1930 | On 286 Fulton Street, New York, at 6 per cent, due 1926 On 12 Gold Street and 14-20 Platt Street, New York, at | 6 per cent, due 1930On 609-13 Greenwich Street, 120-128 Leroy Street, New | York, at 5½ per cent, due 1927On northwest corner Terome Avenue and 177th Street | New York, at 6 per cent, due 1928 | 1928 | On 800 Madison Avenuc, New York, at 51/3 per cent, due 1931 | On 1723 Matthews Avenue, Bronx, New York, at 6 per cent. Onen Mortkage. | On northwest corner of McCombs Place and 154th Street, New York, at 6 per cent, due 1930 | On 115th Street & Amsterdam Avenue, at prevailing interest rate. Open Mortgage. | On 91-93 Park Row, New York, at 51/2 per cent, due 1928 | On southwest corner Pinelarst Avenue and 176th Street, New York at 6 per cent. due 1930. | On 450 Riverside Drive, New York, at 5½ per cent, due 1929 | Drive, New York, | On Second Avenue, and 12th Street, New York, at 5½ per cent, due 1927 |

| 217,000.00 25,000.00 25,000.00 | 51,150.00 | 350,000.00 | 125,000.00 | 375,000.00 | 270,000.00 | 225,000.00 | 127,500.00 | 75,000.00 | 301,250.00 | 106,700.00 | 73,500.00 | 140,000.00 | 375,000.00 | |
|--|--|--|---|---|--|---|---|---|---|---|-----------|------------|------------------|---|
| 4,000.00 | 1,100.00 | | 2,000.00 | | | | 5,000.00 | 2,000.00 | 7,500.00 | 2,200.00 | 750.00 | | 10,000.00 | _ |
| | : | | | | : | | | : | | | : | 15,000.00 | : | _ |
| | : | | | | | | | | | | | | | _ |
| 221,000.00 25,000.00 25,000.00 | 52,250.00 | 350,000.00 | 125,000.00 | 375,000.00 | 270,000.00 | 225,000.00 | 132,500.00 | 77,000.00 | 308,750.00 | 108,900.00 | 74,250.00 | 125,000.00 | 385,000.00 | |
| On 117-125 Seventh Avenue, New York, at 6 per cent, due 1927 | On 78-780 Thompson Street, New York, at 5/2 per cent, de 1928 Twelfth Avenue, New York, at 5/5 ner cent. | due 1928. On 78-80 Walker Street, New York, at 5½ per cent, due | On 771-5 Washington Street, New York, at 5½ per cent, due 1935. | On West Broadway, Reade to Duane Street, New York, at 6 per cent, due 1929. | On 20 East 2/fn Street, New York, at 5/2 per cent, due On 20 East 31st Street and 15.19 Fast 30th Street New | Vork, at 5½ per cent, due 1931On 2 East 46th Street New Vork, at 5½ ner cent, due | 1927. On 408-18 Fast 48th Street Now Vorb at 6 nor cent due | On 1 Fast 64th Street New Vort: at 514 ner cent due | 1928 On 412-422 East 90th Street. New York at 6 ner cent | due 1930. On 168-174 East 116th Street. New Vork at 51% ner cent | due 1930. | due 1928. | due 1927due 1927 | |

| At June 30, 1927 | At June Book | At June 30, 1926 Book Value | Increase 1926–1927 | Decrease 1926–1927 | At June Book | At June 30, 1927 Book Value |
|---|-----------------|--------------------------------|-----------------------|-----------------------|-----------------|--------------------------------|
| On 25-27 West 30th Street, New York, at 6 per cent, due 1928. On 6-8 West 32nd Street. New York, at 6 ner cent, due | \$103,800.00 | | | \$5,500.00 | \$98,300.00 | |
| 0n 254-8 West 35th Street, New York, at 51% ner cent | 384,000.00 | | | 8,000.00 | 376,000.00 | |
| due 1929. On 19-21 West 36th Street, New York, at 5½ per cent. | 485,000.00 | | | 10,000.00 | 475,000.00 | |
| due 1929 | 279,000.00 | | | | 279,000.00 | |
| due 1930 On 341-343 West 38th Street, New York, at 5½ per cent. | 297,000.00 | | | 3,000.00 | 294,000.00 | |
| due 1931 | 250,000.00 | | | 7,500.00 | 242,500.00 | |
| due 1929 On 124 West 42nd Street, New York, at 5½ per cent. | 132,000.00 | | | 3,450.00 | 128,550.00 | |
| due 1926 | 150,000.00 | | | 150,000.00 | | |
| Open Mortgage | 29,750.00 | | | 500.00 | 29,250.00 | |
| due 1928 | 45,000.00 | | | : | 45,000.00 | |
| due 1930On 13-15 West 60th Street, New York, at 5 per cent, due | 225,000.00 | | | 4,500.00 | 220,500.00 | |
| 1930. On 243-249 West 67th Street and 248-250 West 68th | 175,000.00 | | | : | 175,000.00 | |
| Street, New York, at 5½ per cent, due 1931 On 102 West 80th Street, New York, at 5½ per cent, due | | | \$250,000.00 | - | 250,000.00 | |
| 1930 | 165,000.00 | | | | 165,000.00 | |

| | | | | | - | | - | | | | _ | | _ | | \$11,145,625.00 | \$27,260,353.76 | \$27,260,353.76 | |
|---|---|---|---|---|-----------------|--|--|--|----------------|---|--------------------|--|---|--|--|---------------------------------------|-----------------|--|
| - | 71,700.00 | 225,000.00 | 155 000 00 | 2000000 | 92,500.00 | | | | | | 7,350.00 | | | 75,000.00 | \$1,756,488.39 \$11,145,625.00 \$11,145,625.00 | | | |
| | 5,000.00 | | | | 3,000.00 | 120,200.00 | 00 000 01 | 19,800.00 | 40,000.00 | | 2,500.00 | 2,000.00 | | | 1 | | | |
| | | 45,000.00 | 155 000 00 | 00:000*661 | | | | | | | | | | | \$961,000.00 | | | |
| | | | | | | | | | | | | | | | \$11,941,113.39 | \$26,656,887.51 66,000.00 | \$26,590,887.51 | |
| | 76,700.00 | 180,000.00 | | | 95,500.00 | 120,200.00 | 00000 | 19,800.00 | 40,000.00 | | 9,850.00 | 2,000.00 | | 75,000.00 | \$11,941,113.39 \$11,941,113.39 | \$26,656,887.51 | | |
| | On 205 West 101st Street, New York, at 6 per cent, due 1927 | On 420 West 116th Street, New York, at 6 per cent, due 1928 | On 424-430 West 116th Street, New York, at prevailing | On 153rd Street, west of Broadway, New York, at 6 per | cent, due 1929. | On property at Wakeheld, New York, at 5 per cent, Open Mortgage | On property at Wakefield, New York, at 6 per cent, due | On 106,108 West Find Avenue New Vorb of \$1% per | cent, due 1928 | On property at Williamsbridge, New York, at 41/2 to 6 | per cent, due 1925 | On property at Sunapee, New Hampshire, at 6 per cent, due 1926. | | On property at Island Beach, New Jersey, at 6 per cent, due 1928 | | TotalsLess Reserve Wakefield Mortgage | | |

SECURITIES SUMMARY

| At June 30, 1927 | At June 30, 19 Book Value | At June 30, 1926 Book Value | Increase 1926–1927 | Decrease 1926–1927 | At June Book | At June 30, 1927 Book Value |
|--|--|---|---|---------------------------------------|---|--|
| Schedule I—Railroad | \$5,951,121.51 4,343,926.18 3,900.63 37,600.00 13,955.00 | \$10,350,503,32 | \$1,500,920.21 96,737.50 2,110,362.96 | \$1,506,139,25 605,101.83 21.66 | \$5,945,902.47 3,835,561.85 3,900.63 2,147,962.96 14,699.23 | \$11,948,027.14 |
| Schedule I—Railroad Schedule II—Public Utility Schedule III—Industrial Schedule IV—Bank and Trust Co. | 2,355,626.45 440,541.47 965,253.25 323,312.75 | | 221,825.00 48,800.00 118,043.76 | 325,337.50 293.76 28,900.00 | 2,252,113.95 489,047.71 1,083,297.01 294,412.75 | 110071 |
| MISCELLANEOUS | | 280,536.88 11,875,113.39 | 961,000.00 | 232,706.68 1,690,488.39 | | 47,830.20 11,145,625.00 |
| Total | \$26,590,887.51 | \$26,590,887.51 | \$5,058,455.32 | \$4,388,989.07 | | \$27,260,353.76 |
| DISTRIBUTION Special Endowments—Principal Special Endowments—Income Student Loans Gifts General Endowment. | | \$24,357,612.95 834,149.06 27,257.05 1,350,189.31 21,679.14 | \$1,005,323.60 108,099.04 2,222.02 | 428,666,79 17,511.62 | | \$25,362,936.55 942,248.10 29,479.07 921,522.52 4,167.52 |
| Total | \$26,590,887.51 | \$26,590,887.51 | \$1,115,644.66 | \$446,178.41 | \$27,260,353.76 | \$27,260,353.76 |

REDEMPTION FUND

| Balance in Fund at June 30, 1927 | | \$1,050,000,00 |
|---|-------------|----------------|
| Composed of: | | |
| BONDS AND MORTGAGES | | |
| On 188 Bowery, New York at 6 per cent., due 1928 On 21 Claremont Avenue, New York, at 5 per cent., open | \$60,000.00 | |
| mortgage | 190,000.00 | |
| On 212 Grand Street, New York, at 5½ per cent., due 1927 On 34 Laight Street and 13 Vestry Street, New York, at 5½ | 24,000.00 | |
| per cent., due 1929 | 54,000.00 | |
| York, at 5½ per cent., due 1927 | 80,000.00 | |
| On Southwest corner Pinehurst Avenue and 176th Street, New | | |
| York, at 6 per cent., due 1930 | 228,000.00 | |
| On 106-8 West End Avenue, New York, at 51/2 per cent., | | |
| due 1928 | 40,000.00 | |
| On 745 East 6th Street, New York, at 6 per cent., due 1931 | 34,200.00 | |
| On 238 East 15th Street, New York, at 5½ per cent., due 1928 On 542-548 West 36th Street, New York, at 5½ per cent., due | 17,000.00 | |
| 1929 | 100,000.00 | |
| On 67 West 47th Street, New York, at 51/2 per cent., open | | |
| mortgage | 29,250.00 | |
| On 12 West 48th Street, New York, at 51/2 per cent., due 1927 | 50,000.00 | |
| On 160 West 48th Street, New York, at 6 per cent., due 1928 | 43,000.00 | |

\$1,050,000.00

UNIVERSITY LAND, BUILDINGS AND EQUIPMENT

| | At June 30, 1926 | 0, 1926 | Additions 1926–1927 | Deductions 1926-1927 | At June 30, 1927 | 30, 1927 |
|---|------------------|---------------|------------------------|-------------------------|-----------------------------|---------------|
| Land: 114th to 116th Streets, Amsterdam Avenue and Broadway Improvements to Grounds | \$2,022,440.06 | 020 770 09 | \$45.07 | | \$2,022,440.06 55,464.15 | 62 077 004 23 |
| 116th to 120th Streets, Amsterdam Avenue and Broadway Improvements to Grounds | 2,000,000.00 | 2,000,000,000 | | | 2,000.000.00 429,601.17 | 2 420 601 17 |
| 116th Street, north side, Morningside Drive to Amsterdam Avenue | | 563,193.40 | | | | 563,193.40 |
| Avenue Baker Field, Broadway, 218th Street and Harlem Ship Canal. Improvements and oblitions to Below Field | 736,656.65 | 503,656.95 | 05.75 | | 736,656.65 | 503,656.95 |
| Amployements and additions to yand Architecture. | (3:012,102 | 997,932.94 | | | | 998,028.69 |
| Avery Library Building: Construction | : | 339,821.42 | 1 879 68 | | 339,821.42 | 341.651.10 |
| Boathouse Hghland, N. Y. Chemical Engineering Building: Construction | | 30,040.00 | | | | 30,040.00 |
| College of Dental and Oral Surgery: Construction and Equipment | | 579,517.67 | 17,710.28 | | | 597,227.95 |
| Crocker Research Building: X-Ray Equipment Earl Hall: Construction and Equipment | 164,844.65 | 18,465.53 | | | 164,844.65 | 18,465.53 |
| East Hall Alterations. | 284 075 50 | 165,824.65 | 10,714.67 | | 284 075 50 | 165,824.65 |
| | 20,775.47 | 304,850.97 | | | 20,775.47 | 304,850.97 |

| u oc | | | ORT | OF | тн | | | ASUR | | 85 |
|---------------------------|---|---------------|-------------------------|---------------|-------------------------|-------------------------|----------------------------|--|------------------------|--|
| 334 517 85 | 410,000 | 410,099.31 | 510 728 75 | 06 096 158 | 05 121 025 | 2001.11.00 | 1 704 664 66 | 1 363 406 70 | 580 801 41 | 1,254,404.47 |
| 299,725.43 | 361,601.97 48,497.54 | 352,666.66 | 486,572.26 24,156.49 | 337,202.65 | 525,096.64 54,074.86 | 774,261.12 | 1,624,643.16 170,021.50 | 1,145,942.25 90,751.26 25,713.28 | 588,636.91 1,164.50 | 1,108,213.09 99,591.38 46,600.00 |
| | | | | | | | | 993,70 | | |
| 1,375.00 | 87,488.30 29,947.11 | | | | 8,608.02 | 56,430.90 126,069.30 | \$61,226.73 170,021.50 | 4,448.08 | 56,129.62 | |
| 333 800 83 | 200000000000000000000000000000000000000 | 292,004.10 | 510,708.75 | 357 260 20 | 07.579.00 | 710 070 07 | 1,063,416.43 | 0.00 | 0, 173 523 | 1,254,404.47 |
| 298,350.43 34,459.39 | 274,113.67 18,550.43 | 352,666.66 | 486,572.26 24,156.49 | 337,202.65 | 516,488.62 54,074.86 | 717,830.22 | | 1,141,494.17 91,744.96 25,871.66 | 532,507.29 1,164.50 | 1,108,213.09 99,591.38 46,600.00 |
| Construction Equipment | Construction Equipment. | Construction | Construction | Construction | Construction | Construction | Construction | Construction | Construction | Construction Equipment |
| Faculty House: | Fayerweather Hall: | Furnald Hall: | Hamilton Hall: | Hartley Hall: | Havemeyer Hall: | Havemeyer Annex: | John Jay Hall: | Johnson Hall: | Kent Hall: | Library Building: |

| | | | | Additions | Deductions | | |
|---------------------------|---------------------------|--|--------------|-----------------------------------|------------|---|--------------------------|
| | | At June 30, 1926 | 0, 1926 | 1926–1927 | 1926-1927 | At June 30, 1927 | 0, 1927 |
| Livingston Hall: | ConstructionRouipment | 333,607.50 | | | | 333,607.50 | |
| Philosophy Building: | | | 353,873.48 | | | | 353,873.48 349,694.66 |
| Physics Building: | Construction | 1,061,985.87 | | 205,111.66 | | 1,267,097.53 | |
| President's House: | ConstructionFurnishing | 196,830.82 24,410.17 | 1,081,483.40 | | | 196,830.82 | 1,474,405.41 |
| St. Paul's Chapel: | Construction | 266,676.54 56,715.62 | 221,240.99 | 375.00 | | 266,676.54 | 221,240.99 |
| Schermerhorn Hall: | Construction | 459,458.17 | 323,392.10 | 1,268.74 | | 459,458.17 | 323,707.10 |
| School of Business: | Construction | 1,001,214.60 | 493,553.25 | 988.81 | 394.31 | 1,000,820.29 | 490,021.99 |
| School of Journalism: | Construction | 534,863.38 | 1,070,760.65 | | | 534,863.38 | 1,0/1,355.15 |
| School of Mines Building: | Construction Equipment | 305,506.29 | 17:100:000 | | | 305,506.29 | 205,000,000 |
| University Hall: | Construction | 983,657.05 20,647.89 231,812.90 3,217.39 43,149.23 | 41.102,020 | 4,774.48 3,455.52 10,309.77 | | 988,431.53 20,647.89 235,268,42 13,527.16 43,149,23 | |

| | | | | | R | Е | F | , (|)] | R | т | (| 0 | F | | т | н | E | | Т | R | E | A | . S | τ | JI | 2 | E | R | | | | 8 | 37 |
|-------------------|--------------|--|--|--|--|---------------------------|---------------------------|---------------------|-------------------------|------------------------|------------------------------|---------------------|---------------------------------|---------------------|--------------------------|---------------------------|---------------------|-------------------------|---------------------------------------|-----------------|-----------------------------|---|---|--------------------------|-----------------------------------|---------------------|----------------------|-----------------------------|------------------------------|----------------------------------|-------------------------|-------------------|---------------------------------|---------------------------|
| | 1,314,539.57 | 34,624.72 | 24,772.45 | 24,772.45 | 31,333.33 | 22,833.00 | 265,388.90 | 2,000.00 | 4,600.00 | 10,000.00 | 5,000.00 | 2,000.00 | 5,000.00 | 15,000.00 | 8,000.00 | 5,114.84 | 1,159.16 | 12,013.50 | 2,563.00 | 10,900.00 | 1,035.00 | 8,598.72 | 390.00 | 1,010.00 | 417.00 | 1,374.00 | 20,738.34 | 13,148.95 | 9,880.57 | 15,371.71 | 9,977.50 | 1,850.98 | 1,500.00 | 2,861.75 |
| 13,515.34 | | | | | | | | | 7: | | | | | : | | : | | | | : | : | : | : | | : | : | : | : | : | | | | | |
| 131.52 | • | | | | | | | | | | | | | | | | | | | | | | | | | | : | | | | | | : | _ |
| | | 1,333.33 | 1,333.33 | 1,333.33 | 1,333.33 | 1,333.34 | | | | | : | | | | | | | | | | : | | : | : | : | : | : | : | : | | | : | 1,500.00 | 2,861.75 |
| | 1,296,131.32 | 33,291.39 | 23,439.12 | 23,439.12 | 30,000.00 | 21,499.66 | 265,388.90 | 2,000.00 | 4,600.00 | 10,000.00 | 5,000.00 | 2,000.00 | 5,000.00 | 15,000.00 | 8,000.00 | 5,114.84 | 1,159.16 | 12,013.50 | 2,563.00 | 10,900.00 | 1,035.00 | 8,598.72 | 390.00 | 1,010.00 | 417.00 | 1,374.00 | 20,738.34 | 13,148.95 | 9,880.57 | 15,371.71 | 9,977.50 | 1,850.98 | | |
| 13,646.86 | | | | | | | | | | | | | | | | | | | | | | | | | | : | | | | | | | | |
| Commons Equipment | | No. 411 West 117th Street (Maison Francaise) | No. 413 West 117th Street (Chaplain's Residence) | No. 415 West 117th Street (Dean's Residence) | No. 419 West 117th Street (Columbia House) | No. 421 West 117th Street | No. 437 West 117th Street | Class of 1880 Gates | Class of 1881 Flagstaff | Class of 1885 Sun-Dial | Class of 1886 Granite Exedra | Class of 1888 Gates | Class of 1889 Mines "Hammerman" | Class of 1891 Gates | Class of 1897 Boat-house | Class of 1893 Chapel Bell | Class of 1906 Clock | Fountain of the God Pan | Granite Posts for Class of 1891 Gates | Hamilton Statue | Lighting University Grounds | Pylon (Class of 1890 Arts and Mines Gift) | Setting Bust of Professor Egleston (Class of 1883, Mines, Gift) | Seth Low Memorial Tablet | Marcellus Hartley Research Tablet | John B. Pine Tablet | Van Amringe Memorial | Statue of Science and Pylon | Portrait of President Butler | Removal and Re-erection of Fence | Baker Field Grandstands | Baker Field Fence | Baker Field Boathouse Equipment | Boat House at Baker Field |

| At June 30, 1926 At June 30, 1927 At June 30, 1927 | ## \$7,431.14 \$7,431.14 \$7,431.14 \$7,431.14 \$7,431.14 \$7,431.14 \$7,972.70 \$7, | nt of Old Buildings: 5,113.34 5,113.34 | 8 4,932.88 4,932.88 850.00 Equipment 15,486.50 16,486.50 16,486.50 7,100.00 7,100.00 | 2,579,90 749,25 1749,2 |
|--|---|--|--|--|
| | Manor House, Improvements and Furnishings. Hegeler Furnace. Model of Buildings and Grounds. Model of Coal Mine. Braden Mine Models. | Repairs and Equipment of Old Buildings: East Hall | South Court Fountains | Assessments: Boulevard Sewer 129th Street Sewer Opening and acquiring title to Addition to Riverside Park. Opening 116th Street. |

| | REPORT | ог тне | TREASU |
|--------------|--|--|---|
| 67,699.19 | | 4,97,726.49 | \$16,664.36 |
| 30,382.79 | 628,969.31 14,950.26 1,400.00 14,938.07 39,084.92 399,263.14 985,000.00 | 8,131.54 2,343,489.25 562,500.00 | \$16,664.36 |
| | | \$4.930.74 8.131.54 1,298.653.02 2,343,489.25 375.000.00 562,500.00 39,765.27 562,500.00 | \$1,677.91 |
| 67,699.19 | | \$4,930.74 1,298,653.02 375.000.00 | \$25,957,254,29 \$3,236,179.54 |
| | | 3,3 | \$25,957,254.29 |
| 30,382.79 | 628,969.31 14,950.26 1,400.00 14,938.07 39,084.92 399,263.14 985,000.00 | 3,200.80 | |
| Vaults: East | Meutch School: Buildings. Equipment. Library. Roof Laboratory School of Dentistry Sloane Hospital for Women. | Improvements to New Site. New Buildings. Sloane Hospital and Vanderbilt Clinic Buildings and Equipment. Camp Columbia, Morris, Conn. | Less Reserve for Depreciation of Commons Equipment. Less Reserve for Havemeyer Hall. |

OTHER PROPERTY

| | At June 30, | | Decrease and At June 30, | At June 30, |
|---|-------------|------------|--------------------------|--------------|
| | 1926 | Increase | Depreciation | 1927 |
| Amsterdam Avenue and 115tlı Street | \$98,442.03 | \$7,948.94 | | \$106,390.97 |
| | 1.00 | | | 1.00 |
| | 702,406.81 | | \$9,855.26 | 692,551.55 |
| 21 Claremont AvenueLand and Building | 327,263.76 | | 2,204.91 | 325,058.85 |
| : | 3,622.58 | | | 3,622.58 |
| 29-35 Claremont AvenueLand and Building | 477,345.44 | | 11,246.05 | 466,099.39 |
| 29-35 Claremont AvenueEquipment | 43,523.79 | | | 43,523.79 |
| 39-41 Claremont AvenueLand and Building | 442,974.52 | | 5,142.25 | 437,832.27 |
| 460-4 Riverside DriveLand and Building | 618,420.00 | | 17,826.15 | 600,593.85 |
| 18 East 16th Street. Land | 167,109.75 | | | 167,109.75 |
| | | 1.00 | | 1.00 |
| 612 Fifth AvenueBuilding and Lease | 68,358.73 | | 2,136.27 | 66,222.46 |
| 618 Flith AvenueBuilding and Lease | 105,266.57 | | 6,599.31 | 98,667.26 |
| 620 Fifth AvenueBuilding and Lease | 85,730.39 | | 5,847.93 | 79,882.46 |
| 622 Fifth AvenueBuilding | : | 70,295.00 | | 70,295.00 |
| 626 Fifth Avenue and 1 West 50th StreetBuilding and Lease | 429,477.45 | | 42,310.47 | 387,166.98 |
| 632 Fifth AvenueBuilding and Lease | 119,641.28 | 5,000.00 | 44,150.00 | 80,491.28 |
| 68 Murray StreetBuilding | 32,397.42 | | 1,001.98 | 31,395.44 |
| 70 Murray StreetBuilding | 10,767.03 | | 336.47 | 10,430.56 |
| 72 Murray StreetBuilding | 6,243.00 | | 240 12 | 6,002.88 |
| 41 West 47th StreetLand and Building | 61,750.72 | | | 61,750.72 |
| 15 West 48th StreetBuilding and Lease | 39,289.84 | | 4,165.00 | 35,124.84 |
| 25 West 48th StreetBuilding | | 30,000.00 | | 30,000.00 |
| 27 West 48th StreetBuilding | | 10,092.94 | | 10,092.94 |
| 31 West 48th StreetBuilding | 10,704.00 | | 334.50 | 10,369.50 |
| 35 West 48th Street Building and Lease | 16,126.01 | | : | 16,126.01 |
| 37 West 48th StreetBuilding | | 1,742.58 | : | 1,742.58 |
| 5 West 49th Street | h- : | 30,203.00 | | 30,203.00 |
| 7-9 West 49th StreetBuilding and Lease | : | 55,488.50 | : | 55,488.50 |
| 2 West 50th StreetBuilding and Lease | 15,757.76 | | 1,313.15 | 14,444.61 |

| | | R | E | P | 0 | R | r | r | C | E | r | тн | E | Т |
|--|-------------------------------|------------------------------|---|----------------------------|--|---|--|--|-----------------------|--|--|---|-------------------------------------|---|
| 112,279.02 8,118.38 | 1,000.00 | 40,250.00 | 18,000.00 | 1.00 | 187,422.08 | 400,249.03 | 26,533.13 | 22,897.83 | 24,082.87 | 23,347.90 | 22,253.49 | \$4,535,909.05 \$492,946.38 \$173,569.68 \$4,855,285.75 | 12,272.68 5,121,001.77 | \$9,976,287.52 |
| 8,329.12 | | 40,250.00 | | | | 8,424.84 | 340.00 | 262.12 | 309.51 | 280.11 | 289.68 | \$173,569.68 | 12,272.68 | \$185,842.36 |
| | 1,000.00 | 40,250.00 | 18,000.00 | | 187,422.08 | | 1,333.33 | 1,333.34 | 1,333.33 | 1,333.34 | | \$492,946.38 | | \$9.669,183.50 \$492,946.38 \$185,842.36 \$9,976,287.52 |
| 120,608.14 | | : | | 1.00 | | 408,673.87 | 25,539.80 | 21,826.61 | 23,059.05 | 22,294.67 | 22,543.17 | \$4,535,909.05 | 5,133,274.45 | \$9.669,183.50 |
| 4-6 West 50th StreetBuilding and Lease 19 West 50th StreetBuilding | 23 West 50th StreetEquipment. | 59 West 50th StreetBuilding. | 60 West 50th Street. Building and Lease. | 6 West 51st StreetBuilding | 404 West 116th StreetLand and Building | 424-30 West 116th StreetLand and Building | 405 West 117th StreetLand and Building | 407 West 117th StreetLand and Building | 431 West 117th Street | 433 West 117th StreetLand and Building | 435 West 117th StreetLand and Building | | Real Estate (Amos F. Eno Endowment) | <u> </u> |

SPECIAL ENDOWMENTS

| | At June 30, 1926 | Additions 1926-1927 | At June 30, 1927 |
|---|---------------------|------------------------|---------------------|
| (A) For General Purposes | | | |
| BURGESS (ANNIE P.) FUND: Bequest of the late Annie P. Burgess to the general endowment of the University. Established 1913. (\$63,396.26 received from 1912 to 1924 and transferred in 1925 to Permanent Funds). Received 1927—\$5,977.21. | | \$5,977.21 | \$5,977.21 |
| BURGESS (JOHN W.) FUND: Gift of Anonymous Donors to the general endowment of the University. Established 1910 | \$100,000.00 | | 100,000.00 |
| CARPENTIER (H. W.) ENDOWMENT FUND: Legacy of the late Horace W. Carpentier, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1918 | 1,315,083.81 | 230.67 | 1,315,314,48 |
| CIVIL ENGINEERING TESTING LABORATORIES FUND: Created by act of the Trustees on January 5, 1925 by the transfer of the sum of \$10,000 from the unexpended balance on June 30, 1924 of receipts from the Civil Engineering Testing Laboratories, this sum to be set up as a Civil Engineering Testing Laboratories Fund, the income or principal of which shall be used as the Trustees may from time to time determine for the support and development of the work of these laboratories. Established 1925 | 14,287.31 | 10,112.83 | 24,400.14 |
| CLASS OF 1895 ARTS AND MINES FUND: Gift of the Class of 1895 Arts and Mines to inaugurate the Columbia University Permanent Alumni Fund, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1919. | 10,000.00 | 10,000.00 | |
| COLUMBIA UNIVERSITY PERMANENT ALUMNI FUND: Inaugurated by a gift of \$10,000.00 from the Class of 1895 Arts and Mines and subsequently increased by gifts from the Alumni Federation of Columbia University, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1919 | 42,007.29 | Decrease 25,492.71 | 67,500.00 |

| 2,809,491.74 2,667.50 2,812,159.24 | 10,724.96 8,680.49 19,405.45 E | 802,089.23 128.01 802,217.24 L | \$5,103,684.34 \$43,289.42 \$5,146,973.76 O | F THE T 00'000'0S | 8 E A S 000000'S | U R 95.,958,001 35.928,001 | 00.000,000 001 |
|--|---|---|---|--|--|---|--|
| KENNEDY (JOHN STEWART) ENDOWMENT FUND: Bequest of the late John Stewart Kennedy, a Trustee of Columbia University 1903 to 1909. Established 1910. | PELL (MARY B.) LEGACY: Bequest of the late Mary B. Pell, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1914 | VAN CORTLANDT (ROBERT B.) FUND: Bequest of the late Robert B. Van Cortlandt, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1918 | (B) For Designated Purposes | ADAMS (ERNEST KEMPTON) FUND FOR PHYSICAL RESEARCH: Gift of Edward D. Adams, in memory of lis son, the late Ernest Kempton Adams. Such part of the income as shall be designated by the Trustees to be applied to the stipend of the Research Follow pursuing researches in the Physical Sciences or in their practical applications; the income received in excess of such stipend to be used in the publication and distribution of the results of the investigation carried on by such Fellows. Established 1904. | ALDRICH (JAMES HERMAN) SCHOLARSHIP FUND: Gift of James H. Aldrich, of the Class of 1863, to establish this fund in commemoration of the fiftieth anniversary of his graduation. Established 1913 | ANONYMOUS FUND FOR CHURCH AND CHORAL MUSIC: Gift of an anonymous donor to establish this fund, the income to be used to maintain a Professorship in Church and Choral Music. Established 1913 | ANONYMOUS FUND FOR THE DEPARTMENT OF MINING AND METALLURGY: Gift of an Anonymous Donor to establish a fund for the use and benefit of the Department of Metal- lurgy in the School of Mines, the income of the fund to be paid to the wife of the donor during her lifetime and thereafter to the donor, should he survive her. Established 1925 |

| At June 30, 1927 | \$100,000.00 | 50,000.00 | 20,000.00 | 6,000.00 | 25,000.00 | 10,000.00 |
|------------------------|--|---|---|---|--|---|
| Additions 1926-1927 | | | | | | |
| At June 30, 1926 | \$100,000.00 | 50,000.00 | 20,000.00 | 6,000.00 | 25,000.00 | 10,000.00 |
| | ART PROFESSORSHIP FUND: Bequest of Hugo Reisinger to found a professorship of the History of Arts. Established 1916 | AVERY ARCHITECTURAL FUND: Gift of Samuel P. Avery and Mary Ogden Avery in memory of their deceased son, Henry Ogden Avery, the income of the fund to be applied to the purchase of books relating to architecture, decorations and allied arts. Established 1890, and augmented in 1910 by \$20,000 | BAIER (VICTOR) FELLOWSHIP FUND: Bequest of the late Victor Baier to establish a fellowship in church music to be governed by such rules and regulations as may be determined by the Trustees. Established 1922 | BANGS (FRANCIS SEDGWICK) FUND: Gift of Mrs. Francis Sedgwick Bangs to establish a scholarship in the School of Law in memory of her husband, the late Francis Sedgwick Bangs of the Class of 1878 and a Trustee of the University from 1900 to 1920; the scholarship to be awarded to a qualified student who is a member of either the Anglo-Saxon, the Germanic, the Scandinavian, or the Latin race and who shall be of Christian parentage; and preferably one who has been a student in Columbia College. Established 1926 | BARKER (CLARENCE) MUSICAL SCHOLARSHIP FUND: Bequest of the late Mrs. Virginia Purdy Bacon, to establish a graduate scholarship in the Department of Music. Established 1921 | BARNARD FELLOWSHIP FUND: Legacy from the late President Barnard to establish the 'Barnard Fellowship for encouraging Scientific Research.' Established 1889 |

| R E P 0 00'009'65 | 16,250.00 E 16,250.00 E | THE TREAS 00'000'01 | U R E R | 00,000,00 |
|--|--|---|---|---|
| BARNARD LIBRARY FUND: The residuary estate of the late President Barnard was left to the Trustees of Columbia College to constitute a fund under the name of the 'Barnard Fund for the Increase of the Library,' the income of which is to be devoted to the purchase of books, especially those relating to physical and astronomical science; but out of the income of this fund so much as may be necessary is to be applied in procuring a gold medal of the bullion value of not less than \$200, to be styled the 'Barnard Medal for Meritorious Service to Science,' to be awarded every five years on the judgment of the National Academy of Science of the United States. The medal will be next awarded in June, 1930. Established 1889. | BARNARD (MARGARET) FUND: The residuary estate of the late Margaret Barnard, widow of the late President Barnard, was left to the Trustees of Columbia College, 'to augment the sum left by my late husband.' Established 1892. | BECK FUNDS: The late Charles Bathgate Beck bequeathed the sum of \$10,000 to be applied as follows: \$2,000 to found one free scholarship, the income to be applied 'to the free yearly tuition and education in said College of one student forever, under such terms and conditions as the rules of said College and said Trustees shall prescribe,' the income of the remaining \$8,000 to be used for an annual prize 'to the student in the Law School who shall pass the best examination in Real Estate Law.' Established 1899. Beck Scholarship Fund. \$2,000.00 Beck Prize Fund. | BEBEKMAN (GERARD) FUND: Bequest of the late Gerard Beekman, formerly a Trustee of Columbia University, the income to be used in connection with the work of the Chaplain. Established 1920 | BEER (JULIUS) LECTURE FUND: Bequest of the late Julius Beer, the income of which is to be applied to providing lectures at intervals not exceeding three years, by lecturers nominated by the Faculty of Political Science and confirmed by the Trustees. Established 1903 |

| | At June 30, 1926 | Additions 1926-1927 | At June 30, 1927 |
|--|---------------------|------------------------|---------------------|
| NNETT PRIZE FUND: Gift of James Gordon Bennett, the income, or a medal of equal value, to be given for 'an essay in English prose upon some subject of contemporaneous interest in the domestic or foreign policy of the United States. Established 1893. | \$1,000.00 | | \$1,000.00 |
| RGH (HENRY) FUND: Anonymous Gift, the income to be used for the promotion of humane education. Established 1907. | 100,000.00 | | 100,000.00 |
| UMENTHAL ENDOWMENT FUND: Gift of George Blumenthal for the endowment of a Chair of Politics. Established 1906 | 109,219.60 | \$1,850.07 | 111,069.67 |
| BLUMENTHAL (GEORGE, Jr.) SCHOLARSHIP FUND: Gift of Mr. and Mrs. George Blumenthal, the income to be awarded to students of Medicine to cover the cost of tuition, or for other purposes. Established 1909. | 19,667.50 | : | 19,667.50 |
| NDY (EMIL C.) FUND: Bequest of the late Emil C. Bondy, the income of which is to be applied, first, toward investigation into the cause, prevention and cure of cancer, and second, toward general research in medicine and surgery and their allied subjects. Established 1916. | 100,000.00 | | 100,000.00 |
| RING FELLOWSHIP FUND: Gift of Mr. Edward C. Moore, Jr., to establish a Fellowship in the School of Architecture. Established 1922. | 6,200.00 | | 6,200.00 |
| BRAINARD (EDWARD SUTLIFF) MEMORIAL PRIZE FUND: Git of Miss Phoebe T. Sutliff in memory of her nephew Edward Sutliff Brainard of the Class of 1921, the income to be awarded annually to that student in the graduating class of Columbia College who is adjudged by his classmates, according to such rules as the Faculty may prescribe, as most worthy of distinction on the ground of his qualities of mind and character. Established 1920 | 1,200.00 | | 1,200.00 |
| | | | |

| BRIDGHAM (SAMUEL WILLARD) FUND: Gift of Mrs. Fanny Bridgham to establish a fund, in memory of the late Samuel Willard Bridgham, of the Class of 1867, School of Mines, the income to be applied to the support of a Fellowship to | | | | |
|---|-----------|---|-----------|-------|
| De awarded annually by the raculty of Applied Science. Established 1915 | 00.000,22 | | 77,000,00 | REP |
| the income to be applied to meet the cost of conducting original research under the direction of the Department of Surgery. Established 1911. | 32,250.00 | | 32,250.00 | окт |
| NNEK PKLZE FOND: Gift of friends of the late Henry Cuyler Bunner, the income to be used to provide every year the 'H. C. Bunner Medal,' to be given to the student who shall present the best essay on an assigned subject in American literature. Established 1896 | 1,247.00 | | 1,247.00 | O F |
| BURGESS (ANNIE P.) SCHOLARSHIP FUND: Bequest of the late Annie P. Burgess to establish a fund, the income to be applied to the tuition and expenses each year of a worthy and deserving young man of good habits and Christian character. Established 1913. | 5,000.00 | ø | 5,000.00 | тне т |
| BURGESS (DANIEL M.) SCHOLARSHIP FUND: Bequest of the late Annie P. Burgess to establish a fund, the income to be applied to the tuition and expenses each year of a worthy and deserving young man of good habits and Christian character. Established 1913. | 5,000.00 | | 5,000.00 | REAS |
| BUTLER (NICHOLAS MURRAY) MEDAL FUND: Gift of Archer M. Huntington to establish a fund, the income to be used in providing a gold medal every five years for the most distinguished contribution made anywhere in the world to philosophy, or to educational theory, practice or administration. Established 1914 | 3,000.00 | | 3,000.00 | URER |
| TLER (RICHARD) SCHOLARSHIP FUND: Gift of Mrs. Richard Butler in memory of her deceased husband, Richard Butler. Open to students born in the State of Ohio. Established 1903 | 5,500.00 | | 5,500.00 | 97 |
| | | | | |

| At June 30, | \$6,000.00 | 250,000.00 | 300,000.00 | 100,000.00 | 5,044.00 | 282,710.38 |
|------------------------|---|--|---|--|--|--|
| Additions 1926–1927 | | | | | \$5,044.00 | 00.9 |
| At June 30, 1926 | \$6,000.00 | 250,000.00 | 300,000.00 | 100,000.00 | | 282,704.38 |
| | CAMPBELL SCHOLARSHIP FUND: Gift of \$3,000 each from Miss Maria L. Campbell and Miss Catherine B. Campbell to establish two scholarships in Columbia College in memory of Robert B. Campbell, of the Class of 1844, and Henry P. Campbell, of the Class of 1847. Established 1900 | CARPENTIER (EDWARD R.) FUND: Gift of Mrs. Maria H. Williamson for the endowment of a 'Professorship, or an endowed lectureship, on the origins and growth of civilization among men.' Established 1906 | CARPENTIER (JAMES S.) FUND: Gift of General H. W. Carpentier to establish a fund in memory of his brother, James S. Carpentier, for the benefit of the Law School. Established 1903 | CARPENTIER (R. S.) FUND: Gift of General H. W. Carpentier towards a professorship in the Medical School, in memory of Reuben S. Carpentier. Established 1904 | CASA ITALIANA ENDOWMENT FUND: Gift of various donors, the income to be applied toward the maintenance of the Casa Italiana. Established 1926 | CASTNER (HAMILTON YOUNG) FUND: Bequest of the late Cora M. Perkins, the income to be invested by the Trustees of Columbia University in such manner as shall in their judgment most effectively encourage chemical investigation and research. Established 1923 |

| 1 | REI | POR | T OF | тне т | REAS | URER | 99 |
|---|---|--|---|---|---|--|--|
| | 180,000.00 | 150,000.00 | 7,500.00 | 1,100.00 | 380.06 | 1,050.00 | 15,250.00 |
| | | | | | 330.63 Decrease | | |
| | 180,000.00 | 150,000.00 | 7,500.00 | 1,100.00 | 710.69 | 1,050.00 | 15,250.00 |
| CENTER FUND: Gift of Mary E. Ludlow, in memory of her son, the late Robert Center, the income to be applied either to the salary of a Professor of Music, or of other Instructors of Music, or to Fellowships, Scholarships in Music, or to be used in any one or more of these or such other ways as shall, in the judgment of the Trustees, tend most effectually to elevate the standard of musical instruc- | tion in the United States, and to afford the most favorable opportunity for acquiring instruction of the highest order. Established 1896. | CHAMBERLAIN (JOSEPH P.) ENDOWMENT FUND: Gift of Joseph P. Chamberlain for the endowment of a chair of legislation. Established 1917 | CHANDLER (CHARLES FREDERICK) FUND: From the Alumni of Columbia University to establish this fund in honor of Professor Charles Frederick Chandler, the income to be applied to the delivery and publication of at least one public lecture each year on some phase of the science of Chemistry, etc. Established 1910 | CHANLER PRIZE FUND: Bequest of J. Winthrop Chanler, of the Class of 1847, to found an annual prize for 'the best original manuscript essay in English prose on the History of Civil Government of America, or some other historical subject.' Established 1877 | CHAPEL FURNISHING FUND: Created by act of the Trustees on Feb. 1, 1926 by the transfer of the balance of the St. Paul's Chapel Windows Gift Account. This sum to constitute a special fund, either the principal or income of which may be used for furniture and equipment of St. Paul's Chapel. Established 1926 | CHAPEL MUSIC FUND: Gift of Gerard Beckman of the Class of 1864 to establish this fund, the income to be applied to the purchase of suitable music for use in the services in St. Paul's Chapel. Established 1913 | CLARK SCHOLARSHIP FUND: Bequest of the late Alonzo Clark, M. D., formerly President of the College of Physicians and Surgeons, for the purpose of promoting the discovery of new facts in medical science. First prize bestowed October 1, 1894 |

| | At June 30, 1926 | Additions 1926-1927 | At June 30, 1927 |
|---|---------------------|------------------------|---------------------|
| | | | |
| CLASS OF 1848 SCHOLARSHIP FUND: Gift of an anonymous friend, for the endowment of two Scholarships in Columbia College. Established 1902. | \$10,000.00 | | \$10,000.00 |
| CLASS OF 1869 FUND: Representing the amount held by the Treasurer of the Class of 1869 at the time of his death. The income or principal to be used as the surviving members of the class may designate. Established 1924. | 99.01 | | 10.66 |
| CLASS OF 1881 ARTS AND MINES FUND: Git of the Class of 1881 Arts and Mines in commemoration of the fortieth anniversary of their graduation, for the maintenance of the class of 1881 flagpole and for the purchase of Columbia flags. Established 1921 | 2,000.00 | | 2,000.00 |
| CLASS OF 1885 SCHOOL OF MINES FUND: Gift of the Class of 1885 School of Mines in commemoration of the twenty-fifth anniversary of their graduation, the income to be applied to the maintenance of a Scholarship in the Schools of Mines, Engineering and Chemistry. Established 1910 | 13,125.00 | | 13,125,00 |
| CLASS OF 1888 ARTS AND MINES FUND: For the maintenance of the Class of 1888 Gates. Established 1917 | 400.00 | | 400.00 |
| CLASS OF 1889 MEDAL FUND: Git of the Class of 1889 School of Mines in commemoration of the twenty-fifth anniversary of their graduation, the income to be applied to the cost of a medal to be awarded triennially to a graduate of the School of Mines, or of any of the schools of applied science or architecture, who shall have distinguished himself by eminent achievement in any sphere of human effort. Established 1915 | 500.00 | | 200.00 |
| | | | |

| 6,600.00 | R E 12,000.00 | P O R T | OF THE 17525.00 | T R B A | SURER | \$489.25 564,372,53 |
|---|--|--|--|---|--|--|
| 6,600.00 | 12,000.00 | 1,400.00 | 1,225.00 | 1,125.00 | | 563,883.28 |
| CLASS OF 1892 ARTS AND MINES FUND: Gift of the Class of 1892 Arts and Mines for the endowment of rooms 633 Hartley and 431 Furnald, the occupancy thereof to be awarded as provided in the deed of gift. Established 1917 | CLASS OF 1896 ARTS AND MINES SCHOLARSHIP FUND: Gift of the Class of 1896 Arts and Mines, in commemoration of the twenty-fifth anniversary of their graduation. Established 1921. | CLASS OF 1901 DECENNIAL FUND: Gift of the Class of 1901 College and Applied Science, the income to be applied toward the expenses of maintaining the work of the Committee on Employment of Students. Established 1911 | CLASS OF 1905 FUND: Gift of the Class of 1905 College and Science, the income to be disposed of yearly by direction of the Class, the accumulated interest being added to the principal if the Class makes no direction. In 1930 the entire fund with accumulations and additions shall be applied to some University, athletic or alumni, activity as directed by the Class and if the Class make no direction, the entire fund with accumulations and additions shall become the property of the University, as a gift from the Class. Established 1915. | COCK (THOMAS F., M. D.) PRIZE FUND: Bequest of the late Augustus C. Chapin, the income to be used to provide an annual prize to be known as the 'Thomas F. Cock, M. D., Prize' for the best thesis on puerperal fever. Established 1915. | COLLINS (PERRY McDONOUGH) SCHOLARSHIP FUND: Bequest of the late Kate Collins Brown, the annual income to be divided into amounts of three hundred dollars (\$300) to be paid annually under such rules and regulations as the Board of Trustees of the College may from time to time establish, to each of those undergraduates in the academic and scientific courses of the College whose pecuniary condition and resources are, in | the judgment of the Board of Trustees, insufficient to derray the expenses of ins college education; and if the College is unable in any year to use the entire income of the said Fund for the purposes aforesaid, after making every proper effort so to do, the balance of the income from the Fund in that year, not needed for the aforesaid purposes, shall be applied to the general purposes of the academic and scientific departments of the College. Established 1918 |

| • | | 0020. | | | | |
|---|------------------------|--|---|--|--|--|
| | At June 30, 1927 | \$1,000.00 | 10,037.72 | 1,100.00 | 17,025.00 | 68,818.56 |
| | Additions 1926–1927 | | | | | |
| | At June 30, 1926 | \$1,000.00 | 10,037.72 | 1,100.00 | 17,025.00 | 68,818.56 |
| | | COLUMBIA HUDSON-FULTON PRIZE FUND: Gift of the representatives of the various Committees having charge of the reception given on the University grounds in October, 1909, under the auspices of the Hudson-Fulton Celebration Commission, the income to be used for an annual prize or prizes, to be known as the Columbia Hudson-Fulton Prize or Prizes, for an athletic event. Established 1909. | COLUMBIA UNIVERSITY FOOTBALL ASSOCIATION FUND: From the Trustees of the trust created by the Columbia University Football Association, the income to be applied towards the support of athletic teams or crews representing Columbia University in intercollegiate sports. Established 1911 | CONVERS (E. B.) PRIZE FUND: Gift of Miss Alice Convers and Miss Clara B. Convers to endow, in memory of their brother, Ebenezer Buckingham Convers, of the Class of 1866, a prize in the Columbia Law School. Established 1906 | COTHEAL FUND: Gift of Mrs. James R. Swords and Mrs. Samuel Lawrence as a memorial to their brother, Alexander I. Cotheal, the income to be used for the purchase of books in the Oriental Languages, or relating to Oriental countries. Established 1896 | CRAGIN (E. B.) ENDOWMENT FUND: Gifts of various donors to establish this fund in memory of the late Dr. Edwin B. Cragin, the net income to be applied to the support of the Social Service work of the Sloane Hospital for Women, or, in the event that the Social Service work of the said Hospital is otherwise provided for or is discontinued, then such net income shall be expended in such other manner as the Board of Managers of the Hospital may from time to time direct. Established 1919 |

| Ŋ | RЕ | P O R | | THE | | RER | 103 |
|--|---|---|--|---|---|---|---|
| 1,414,318.75 | | 1,700.00 | 50,000.00 | 26,224.39 | 10,000.00 | 1,300.00 | 160,000.00 |
| 22,300.00 Decrease | | | 20,000.00 | \$187.65 | | | 12,965.10 |
| 1,436,618.75 | | 1,700.00 | 50,000.00 | 26,036.74 | 10,000.00 | 1,300.00 | 147,034.90 |
| CROCKER (GEORGE) SPECIAL RESEARCH FUND: Bequest of the late George Crocker, the income to be used in Cancer Research. Established 1911 | CROSBY (WILLIAM O.) COLLECTION OF LANTERN SLIDES FUND: Gift of \$1,800 from friends of Professor William O. Crosby, of Boston, to establish and maintain the collection of geological lattern slides in the Department of Geology known by above title. | One hundred dollars was made immediately available and \$1,700 is to constitute a permanent fund, the income only to be used for above purposes. Established 1913 | CURRIER (NATHANIEL) FUND: Bequest of Lura Currier, to establish the Nathaniel Currier Fund, the income to be used for the purchase of books for the Library. Established 1908 | CURTIS (CARLTON C.) FUND: Gift of Carlton C. Curtis for the endowment of a branch of creative investigation under the terms and conditions as set forth in the deed of gift. Established 1921 | CURTIS FELLOWSHIP FUND: Gift of the George William Curtis Memorlal Committee to establish a fellowship in the School of Political Science in Columbia University, to bear the name and to perpetuate the memory of the late George William Curtis, the holder of the fellowship to devote himself to the study of the science of government, with a special view to its application to the then existing condition of the United States, or the State or City of New York, and to publish a monograph on some sub- ject relating to the then existing condition of the United States, etc. Established 1899 | CURTIS (GEORGE WILLIAM) MEDALS FUND: Gift from an associate of George William Curtis in the Civil Service Reform work. Established 1902 | CUTTING (W. BAYARD) FUND: Gift of Mrs. W. Bayard Cutting and her children to establish this fund in memory of the late W. Bayard Cutting, of the Class of 1869, the income to provide traveling fellowships. Established 1913. |

| At June 30, 1927 | 15,751.62 | 86,600.00 | 1,070.00 | 250,000.00 | 5,180,501.99 |
|------------------------|---|--|--|--|---|
| Additions 1926-1927 | 601.62 | | | 23,800.00 | 4,905.36 |
| At June 30, 1926 | 15,150.00 | 86,600.00 | 1,070.00 | 226,200.00 | 5,175,596.63 |
| | CUTTING (W. BAYARD, JR.) FELLOWSHIP FUND: Gift of W. Bayard Cutting, to establish the 'W. Bayard Cutting, Jr. Fellowship Fund.' The income of the fund (to be not less than \$600) is payable to the Graf Erwein von Wurmbrand and the Grafin Eva von Wurmbrand during their lifetime; thereafter, the income shall be used to provide a fellowship in International Law, to be awarded annually at the pleasure of the Trustees, to that student, who, in their judgment, shall have attained a standard of excellence to justify the award. Established 1912. | DACOSTA PROFESSORSHIP FUND: The late Charles M. DaCosta, a member of the Class of 1855, bequeathed to the Trustees of Columbia College \$100,000. Of this sum, the Trustees, on October 6, 1891, for the endowment of a chair in the Department of Biology, set apart \$80,000, which has been increased by the profits of certain investments to | DARLING (EDWARD A.) PRIZE FUND: Bequest of the late Edward A. Darling, formerly Superintendent of Buildings and Grounds, the income to be awarded as a prize each year at Commencement to that student of the senior class in Engineering whose work during his course of study is voted by his classmates to have been the most honest and thorough. Established 1903. | DEAN LUNG PROFESSORSHIP OF CHINESE FUND: Gift of an anonymous friend to found a department of Chinese Languages, Literatures, Religion and Law. and especially for the establishment of a Professorship to be known as the Dean Lung Pro- fessorship of Chinese. Established 1901. | DE LAMAR (JOSEPH R.) FUND: Bequest of the late Joseph R. De Lamar, the income to be expended in such manner as the Trustees may from time to time direct in accordance with the terms of the bequest. Established 1919 |

| | REPOR | т ог тне | TRE | ASURER | 105 |
|---|--|--|--|---|--|
| 1,000.00 | 6,500.00 | 15,301.75 | 10,000.00 | 10,750.00 | 41,812.12 |
| | | | | | 26.19 |
| 1,000.00 | 6,500.00 | 15,301.75 | 10,000.00 | 10,750.00 | 41,785.93 |
| DEUTSCHER VEREIN PRIZE FUND: Gift of the Deutscher Verein in Columbia University to establish an annual prize in German. Established 1917 | DEVENDORF (DAVID M.) SCHOLARSHIP FUND: Gift of Mrs. David M. Devendorf, to establish the 'David M. Devendorf Scholarship Fund' as a memorial to her deceased husband, David M. Devendorf, the income to provide a scholarship in the College of Physicians and Surgeons. Established 1911. | DEWITT (GEORGE C.) SCHOLARSHIP FUND: Gift of Mrs. George C. Dewitt of New York to establish this fund, the net annual income to be awarded as a scholarship by the Faculty of Law to any graduate of Columbia College, of Christian parentage and of good mental and moral standing in his class, who may need such assistance to enable him to pursue the three-years' course at the Law School and who, in the judgment of the Faculty of Law, shall be worthy of such privilege; provided that the holder of this scholarship shall reside in one of the Residence Halls of the University during his period of study. Established 1917. | DOUGHTY (FRANCIS, M. D.) SCHOLARSHIP FUND: Bequest of Phebe Caroline Swords to establish the 'Francis E. Doughty, M. D., Scholarship Fund' in the College of Physicians and Surgeons, open to members of any class. Established 1912 | DRISLER CLASSICAL FUND: Gift of Seth Low, formerly President of the University, for the endowment of the 'Henry Drisler Classical Fund' for the purchase of books, maps, charts, busts and such other equipment as will tend to make instruction in the classics more interesting and effective. Established 1894 | DUNNING (WILLIAM A.) FUND: Bequest of the late William A. Dunning, the income to be paid to Mathilde M. Dunning during her lifetime, and thereafter to be applied to the promotion of instruction and research in the Department of History. Established 1923 |

| | At June 30, 1926 | Additions 1926–1927 | At June 30, 1927 |
|--|---------------------|------------------------|---------------------|
| DU BOIS (DR. ABRAM) MEMORIAL FUND: Gift of William A. Du Bois, Matthew B. Du Bois and Katharine Du Bois, in memory of their father, Dr. Abram Du Bois, the income to be applied to the maintenance of a fellowship to be known as the Doctor Abram Du Bois Fellowship, to be open to a graduate of the College of Physicians and Surgeons devoting himself to the subject of diseases of the eye. Established 1910 | 18,000,00 | | 18,000.00 |
| DYCKMAN FUND: Git of Isaac Michael Dyckman in memory of his uncles, Dr. Jacob Dyckman and Dr. James Dyckman, both of the College of Physicians and Surgeons, to establish the 'Dyckman Fund for the Encouragement of Biological Research,' the interest derived therefrom to be devoted annually to such object, consistent with the purposes of the gift, as shall be recommended by the Department of Zoology and approved by the President. Established 1899 | 10,500.00 | | 10,500.00 |
| EARLE PRIZE FUND: Gift of the Earle Memorial Committee to establish the Earle Prize in Classics. Established 1907 | 1,325.00 | | 1,325.00 |
| EATON PROFESSORSHIP FUND: Bequest of the late Dorman B. Eaton to endow and maintain a Professorship of Municipal Science and Administration in the College. Established 1903 | 100,000.00 | | 100,000.00 |
| EDSON (HERMAN ALDRICH) SCHOLARSHIP FUND: Bequest of the late Mary Gertrude Edson Aldrich to establish this Fund. Established 1925 | 5,000.00 | | 5,000.00 |
| EIMER (AUGUST O.) MEDAL FUND: Gift of the classmates and friends of August O. Eimer of the class of 1906, the income to provide medals for proficiency in swimming under the direction of The Columbia University Athletic Association. Established 1927 | | 1,000.00 | 1,000.00 |

| R | EPOR | т оғ | тне | TRE | ASURER | 107 |
|--|---|---|--|---|--|---|
| 5,000.00 | 6,391.00 | 2,100.00 | 16,585.35 | 6,815,943.49 | 20,000.00 | 1,000.00 |
| | 6,391.00 | | | 303,092.98 | | 1,000.00 |
| 5,000.00 | | 2,100.00 | 16,585.35 | 6,512,850.51 | 20,000.00 | |
| EINSTEIN FUND: Gift of Dr. and Mrs. Charles Waldstein, as a memorial to Mrs. Waldstein's parents, Mr. and Mrs. D. L. Einstein, the income of which is to be awarded annually to that graduate student doing the best and most original work in the field of American Diplomacy. Established 1911 | ELLIS (GEORGE ADAMS) SCHOLARSHIP FUND: Gift of George Adams Ellis, the income to provide an annual scholarship in the Law School. Established 1927 | ELSBERG (ALBERT MARION) PRIZE FUND: Gift of Mrs. Albert Elsberg to establish this fund as a memorial to her son, Albert Marion Elsberg, of the Class of 1905, the income to provide the 'Albert Marion Elsberg Prize in Modern History.' Established 1912 | EMMONS (SAMUEL FRANKLIN) MEMORIAL FUND: Amount collected by the Committee of the Emmons Memorial Fund for a fellowship in Scientific Research. Established 1913 | ENO (AMOS F.) ENDOWMENT FUND: Bequest of the late Amos F. Eno, the principal and income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1923 | EVANS (HENRY) FUND: Gift of Mrs. Henry Evans in memory of her husband, the late Henry Evans of the Class of 1881, the income to be paid under such rules and regulations as the Trustees may from time to time establish, to an undergraduate in Columbia College entering upon his Freshman year, whose pecuniary condition and resources are, in the judgment of the Faculty, insufficient to defray the cost of his college education. Established 1926. | EWELL (ELLA MARIE) MEDAL FUND: Bequest of Glover C. Beckwith-Ewell in memory of his wife, Ella Marie Ewell, the income to provide an annual medal in the School of Dental and Oral Surgery. Established 1926 |

| Additions At June 30, 1926–1927 | 1,099.66 14,876.59 Decrease | 10,000.00 | 15,739.13 305,190.25 | 549.89 549.89 | 16,500.00 | | 20,000.00 |
|---------------------------------|---|--|---|---|--|---|--|
| At June 30, 1926 | 15,976.25 | 10,000.00 | 289,451.12 | | 16,500.00 | , | 20,000.00 |
| | FACULTY HOUSE MAINTENANCE FUND: Created by act of the Trustees on October 5, 1925 by the transfer of the balance of the Schermerhorn (F. Augustus) Bequest, this sum to constitute a special fund, the income to be used for the physical maintenance and upkeep of the Faculty House. Established 1925 | FERGUSON (DAVID W. AND ELLEN A.) FELLOWSHIP FUND: Gift of William C. Ferguson of the Class of 1887, School of Mines, to establish a fellowship in the Department of Chemistry, the holder of the fellowship to devote himself to investigation upon the subject of synthetic drugs and medicines. Established 1921 | FINE ARTS ENDOWMENT FUND: Gift of an anonymous donor to establish this fund for the benefit of the School of Architecture. Established 1913 | FOX (RICHARD H.) MEMORIAL PRIZE FUND: Gift of Mr. and Mrs. Leon S. Fox, the income to provide the Fox Prize in the College. Established 1927. | GARTH MEMORIAL FUND: Gift of Horace E. Garth to establish a fellowship in Political Economy in memory of his son, the late Granville W. Garth. Established 1994. | | GEBHARD FUND: Bequest of Frederick Gebhard to found a Professorship of German Language and Literature. Established 1843 |

| 00 1,250.00 | 00.000,01 | 5,276.00 16,324.71 | 00 T H E | 2,000.00 | S U R E R | 109000111 00000111 |
|---|--|---|--|---|--|--|
| 1,250.00 | | 11,048.71 | 48,000.00 | 5,000.00 | 16,500.00 | 12,625.00 |
| GERMAN LECTURE FUND: Gifts for an endowment for Public Lectures in German at the University, the income to be used for advertising, printing, slides, etc. Established 1901 | GIBSON (WILLIAM HENRY) SCHOLARSHIP FUND: Gift of Mrs. Honora Gibson Pelton in memory of her father, William Henry Gibson, of the class of 1875, the income to be awarded annually as a scholarship in accordance with the terms and conditions of the gift. Established 1927. | GIES (WILLIAM J.) FELLOWSHIP FUND: Gift of the William J. Gies Fellowship Fund Committee to establish a fellowship in Dental and Medical research. Established 1923 | GILDER (RICHARD WATSON) FUND FOR THE PROMOTION OF GOOD CITIZENSHIP: Contributions by the friends of the late Richard Watson Gilder to establish this fund in his honor, the income to be used to enable succeeding classes of students to devote themselves as 'Gilder Fellows' to the investigation and study of political and social conditions in this country and abroad, etc. Established 1911. | GOLDSCHMIDT (H. P.) FUND: Bequest of the late Henry Philip Goldschmidt, the income and principal to be used for the benefit of the Sloane Hospital for Women. Established 1923 | GOLDSCHMIDT (SAMUEL ANTHONY) FELLOWSHIP FUND: Gift of George B. Goldschmidt, to establish this fund, as a memorial to Samuel Anthony Goldschmidt, of the Class of 1871, the income to be used for the maintenance of a fellowship in Chemistry. Established 1998 | GOTTHEIL (CUSTAV) LECTURESHIP FUND: Gift from Temple Emanu-El to establish a lectureship, the holder of which is to be nominated by the Professors in the Department of Semitic Languages, subject to confirmation by the Trustees. Established 1903 |

| | At June 30, 1927 | 9,500.00 | | 1,000.00 | 2,500.00 | 14,363.22 | 1,000.00 |
|---|------------------------|--|---|--|---|---|---|
| , | Additions 1926-1927 | | 7,368.55 Decrease | | | | |
| | At June 30, 1926 | 9,500.00 | 7,368.55 | 1,000.00 | 2,500.00 | 14,363.22 | 1,000.00 |
| | | GOTTSBERGER (CORNELIUS HEENEY) FELLOWSHIP FUND: Bequest of Ellen Josephine Banker to establish a fellowship to bear the name and be in memory of her deceased brother, Cornelius Heeney Gottsberger. Established 1904 | GRAY (CLIFFORD) FUND: Bequest of the late Clifford Gray, of the Class of 1902 S., to the Alumni Federation of Columbia University to be a part of the Alumni Fund now being raised for the general welfare and benefit of the University. Established 1925 | GREEN PRIZE FUND: Gift of Mr. and Mrs. Asher Green to establish this fund, in memory of their son, a member of the Class of 1914, the income to provide the Green Prize in the College. Established 1913 | GROSVENOR (ROBERT) MEMORIAL FUND: Gift of Mr. William Grosvenor of Providence, R. I., in behalf of his mother and her family, in memory of Robert Grosvenor, deceased, a former member of the Class of 1918 in the Medical School, the income to be used for the purchase of books for the library at the Medical School. Established 1920. | HALL (GEORGE HENRY) FUND: Bequest of the late George Henry Hall to establish this fund, the income of which is to be used to maintain continuously one scholar in the University for the full term of four years, such scholar to be selected by the Trustees. Established 1913. | HAMILTON (JOHN CHURCH) FUND: Bequest of Miss Adelaide Hamilton to be set apart as a fund for the purchase of books, as a memorial to her father, John Church Hamilton, a son of Alexander Hamilton, a proper book-plate to be set in each volume purchased with the income of the fund. Established 1917 |

| 1,013,567.08 1,788.40 1,011,778.68 Decrease | H H H H H H H H H H H H H H H H H H H | O 00.500.00 T T T T T T T T T T T T T T T T T | H H 103,352.70 H | 31,332.73 31,332.73 S | 4,425.00 575.00 5,000.00 B | 4,885.20 |
|--|---|---|---|--|--|---|
| HARKNESS (EDWARD S.) FUND: Gift of Edward S. Harkness, the income to be used for medical education and research. Established 1922. | HARKNESS (MRS. STEPHEN V.) FUND: Gift of Mrs. Stephen V. Harkness, the income to be used for medical education and research. Established 1922 | HARRIMAN (REVEREND ORLANDO) FUND: Gift of the children of the late Reverend Orlando Harriman, of the Class of 1835, as a memorial to their father, the income, until further action by the Trustees, to be applied to the salary of the Professor of Rhetoric and English. Established 1908 | HARRIS (ELLEN C.) FUND: Bequest of the late Ellen C. Harris for the erection and endowment of a building as a memorial to her mother, the late Evelina M. Harris. Established 1922 | HARSEN SCHOLARSHIP FUND: Founded by the late Jacob Harsen, M. D., in 1859, the income to be given in prizes. Under an order of the N. Y. Supreme Court in 1903, the income is thereafter to be used for scholarships in the Medical School, to be known as the Harsen Scholarships | HARTLEY (FRANK) SCHOLARSHIP FUND: Gifts from friends of the late Frank Hartley, M. D., to endow a scholarship in the College of Physicians and Surgeons, as a memorial. Established 1914 | HAUGHTON (PERCY D.) MEMORIAL FUND: Gift of the Haughton Memorial Committee in memory of the late Percy D. Haughton, the income to be applied to the rental and maintenance of a specified room in John Jay Hall to be known as the Haughton Memorial Room. Established 1926 |

| At June 30, 1927 | 608,850.79 | 150,000 00 | 3,510.00 | 24,329.38 | 5,000.00 | 5,000.00 |
|------------------------|---|--|--|--|---|--|
| Additions 1926-1927 | 119,453.58 | | | | | |
| At June 30, 1926 | 489,397.21 | 150,000.00 | 3,510.00 | 24,329.38 | 5,000.00 | 5,000.00 |
| | HEPBURN (A. BARTON) ENDOWMENT FUND: Gift of A. Barton Hepburn, formerly a trustee of the University, the income to be applied, as the Trustees may from time to time provide, to the maintenance and conduct of the School of Business. Established 1918. | HEPBURN (A. BARTON) PROFESSORSHIP FUND: Bequest of the late A. Barton Hepburn, formerly a trustee of the University, to found or aid in founding a professorship in either economics or history. Established 1922 | HERVEY (WILLIAM ADDISON) MEMORIAL SCHOLARSHIP FUND: Gift of the William Addison Hervey Memorial Committee, the income to provide a scholarship in the department of Germanic Languages. First award October 1, 1925 and biennially thereafter. Established 1924. | HOLT (L. EMMETT) FELLOWSHIP FUND: Bequest of Dr. L. Emmett Holt to establish a fellowship for the study of the diseases of children. Established 1925 | HUBER (FRANCIS) SCHOLARSHIP FUND: Gift of Francis Huber to establish a scholarship to be awarded to a student entering the Medical School from an institution other than Columbia College, Barnard College or Hunter College. Established 1921. | HUBER (FREDERICK W. Jr.) SCHOLARSHIP FUND: Gift of Dr. Frederick W. Huber to establish a scholarship to be awarded under the terms of the gift, to a student in the first or freshman year in Columbia College. Established 1924 |

| 8,000.00 | REPORT | 15,000,00 | 4,021.28 | REAS U | 25,000.00 | 00000001 |
|--|---|---|--|---|--|---|
| 5,000.00 | 2,300.00 | 15,000.00 | 4,021.28 | 20,000.00 | | 100,000.00 |
| HUBER (VIOLA B.) SCHOLARSHIP FUND: Gift of Francis Huber to establish a scholarship to be awarded to a student entering the Medical School from Hunter College. Established 1921 | ILLIG FUND: Bequest of William C. Illig, of the Class of 1882 School of Mines, the income to be applied to the purchase of prizes to be awarded to students of the graduating class of the School of Mines, who shall, in the judgment of the Faculty, have merited the same by commendable proficiency in such scientific subjects as the Faculty may designate. Established 1898 | INDO-IRANIAN FUND: Gift of an anonymous donor to found this Fund, the income to be used for the maintenance of the Department of Indo-Iranian Languages. Established 1908 | JACOBI (ABRAHAM) LIBRARY FUND: Gift of Francis Huber, the income thereof to be expended for the purchase of books and journals on pediatric subjects for the Library of the Medical School. Established 1921 | JACOBI (ABRAHAM) SCHOLARSHIP FUND: Gift of Francis Huber to establish four scholarships, two of which shall be awarded to students entering the Medical School from Columbia College and two to students entering the Medical School from the College of the City of New York. Established 1921 | JAMES (DR. WALTER B.) FUND: Bequest of Dr. Walter B. James, the income to be used for the benefit of the College of Physicians and Surgeons. Established 1927 | JAMES (D. WILLIS) FUND: Bequest of D. Willis James, the income to be applied until further action by the Trustees, to the salary of the Professor of Geology. Established 1908 |

| At June 30, 1927 | | 26,750.00 | 1,800.00 | 2,000.00 | 20,000.00 | 1,000.00 | 5,250.00 |
|------------------------|---|---|--|--|---|---|--|
| Additions 1926-1927 | | | | 2,000.00 | | | |
| At June 30, 1926 | | 26,750.00 | 1,800.00 | | 20,000.00 | 1,000.00 | 5,250.00 |
| | JANEWAY (E. G.) LIBRARY ENDOWMENT FUND: | Gift of Mrs. Russell Sage to establish the E. G. Janeway Library Endowment Fund, the income of which is to be devoted to the maintenance and extension of the Janeway Library in the College of Physicians and Surgeons. Established 1912 | JEFFERSON STATUE MAINTENANCE FUND: From the Executors of the Estate of Joseph Pulitzer, the income to be used for the care and repair of the Statue of Thomas Jefferson. Original gift, \$1.589.92, to which has been added accrued in- come \$210.08. Established 1917. | JOHNSTON (EDWARD W. S.) FUND: Bequest of Mrs. Anna A. Johnston, the income to be used for the upkeep of the Scudder-Johnston collection in the Library. Established 1926. | KEMP (JAMES FURMAN) FUND: Gift of an anonymous donor, the income to be exclusively for the benefit of the Department of Geology and to be used for fellowships, scholarships, loans to students or research. Established 1924 | LASHER (JOHN K.) FUND: Boquest of the late John K. Lasher, Jr., the income to be applied toward the support of the work of the Columbia University Christian Association. Established 1920 | LAW LIBRARY FUND: Created by act of the Trustees on March 5, 1900, by the consolidation of the Alexander Cole gift (\$1,500), John J. Jenkins Legacy (\$500); John McKeon Fund (\$1,000), Samson Simpson Fund (\$1,000); and Edgar J. Nathan Gift (\$250), the income to be applied to the purchase of law books. Augmented by act of the Finance Committee, October 2, 1907, by adding the Pyne Law Gift (\$1,000). |

| | REPORT | OF T | HE TR | EASU | RER | 115 |
|---|--|--|--|---|---|---|
| 20,000.00 | 209,741.66 | 7,000.00 | 100,000,000 | 1,500.00 | 5,000.00 | 3,000.00 |
| | | | | | | 3,000.00 |
| 20,000.00 | 209,741.66 | 7,000.00 | 100,000.00 | 1,500.00 | 5,000.00 | 3,000.00 |
| LEE (THE) FUND: Gift of Dr. and Mrs. Frederic S. Lee to establish this fund, the income to be used to meet the cost of equipment and research in the Department of Physiology. Established 1914 | LIBBEY (JONAS M.) FUND: Bequest of the late Jonas M. Libbey, the income to be used to promote and support research and to publish and distribute the results of such research in regard to the application of the principles of biological and pathological chemistry, and of electro-chemistry and electro-physics to human need and welfare. Established 1923 | LOUBAT FUND: Cift of Joseph F. Loubat for prizes to be given every five years for works in the English Language on the History, Geography, Archaeology, Ethnology, Philology or Numismatics of North America. First prize, \$1,000; second prize, \$400. Established 1892 | LOUBAT PROFESSORSHIP FUND: Gift of Joseph F. Loubat to establish the Loubat Professorship in American Archaeology. Established 1903. | MACMAHON (KATHERINE) SCHOLARSHIP FUND: Bequest of the late Katherine MacMahon, the income to be awarded to the first year student in Journalism deemed most worthy by the Faculty of that School as a help for further study in the School of Journalism during the following year. Established 1925 | MAISON FRANCAISE ENDOWMENT FUND: Gift of Robert Bacon, the income to be used in defraying the running expenses of the Maison Francaise. Established 1913 | MANNERS (EDWIN) FUND: Legacy of the late Edwin Manners to establish this Fund. Established 1914 |

| At June 30, 1927 | 10,000.00 | 5,500.00 | | 12,175.00 | 5,000.00 | 27,450.00 | 20,000.00 |
|------------------------|---|--|--|--|---|---|--|
| Additions 1926–1927 | | | | | : | 27,450.00 | 20,000.00 |
| At June 30, 1926 | 10,000.00 | 5,500.00 | | 12,175.00 | 5,000.00 | | 20,000.00 |
| | MARTIN (FREDERICK TOWNSEND) FUND: Bequest of the late Frederick Townsend Martin, the income to be applied to the care and cure of tuberculosis cases through the medium of the Vanderbilt Clinic. Established 1919 | MATHEMATICAL PRIZE FUND: Gitt of Mrs. Louis T. Hoyt, to establish this fund in memory of her nephew John Dash Van Buren, Jr., of the Class of 1905. Established 1906 | MAYER (RALPH EDWARD) FUND: Contributions by the friends of the late Professor Ralph Edward Mayer to establish this fund to perpetuate the memory of his constant devotion to the University and of his unselfish service to the | Alumin, the income to be paid to the family of the late Protessor Mayer as long as the Trustees of the Fund may deem it expedient. Later the income is to be used for a scholarship or loan fund for the benefit of deserving students in the Schools of Mines, Engineering and Chemistry who may be in need of assistance. Established 1924 | MCANENY (MARJORIE) SCHOLARSHIP FUND: Gift of Francis Huber to establish a scholarship to be awarded to a student entering the Medical School from Barnard College. Established 1921. | McCLYMONDS (LOUIS K.) SCHOLARSHIP FUND: Bequest of Mrs. Annie M. McClymonds in memory of her husband, Louis K. McClymonds, the income to provide scholarships to young men of limited means receiving the relative highest standing in the entrance examinations in Columbia College. Established 1926 | McKIM FELLOWSHIP FUND: Gift of Charles F. McKim for two traveling fellowships in the Department of Architecture. The fellowships are awarded in odd-numbered years. Established 1889 |

| 22.340.00 H 12,340.00 H | O R T 0000001 | O F T 1,050.00 1 | 1,000.00 1,000.00 L | E A S 00.000,01 00.000,01 | U R E R 00.000,001 | 2,000.00 |
|--|--|---|--|--|--|---|
| MEDICAL SCHOOL EQUIPMENT FUND Created by act of the Committee on Finance on October 31st, 1922, by the transfer of \$12,340 received from the United States Government on account of the cost of equipment received from the Columbia War Hospital, this sum to constitute a special fund for the purchase of equipment for the Medical School, the income of which, and if necessary any portion of the principal, to be expended as may be needed under the direction of the Trustees. Established 1924 | MEIERHOF (DR. HAROLD LEE) MEMORIAL PRIZE FUND; Gift of Dr. and Mrs. Edward Lee Meierhof, as a memorial to their son, Dr. Harold Lee Meierhof, the income of which is to be awarded annually, in recognition of some meritorious piece of research accomplished in the Department of Pathology. Established 1921 | MEMBER OF THE CLASS OF 1885 FUND: Gift of Grant Squires, of the Class of 1885, the income to be awarded every five years to defray the expenses of a sociological investigation that promises results of a scientific value. Established 1895. | MICHAELIS (DR. ALFRED MORITZ) PRIZE FUND: Gift of Mrs. Jeanette Michaelis, to establish this fund, the income to be awarded annually to a student in Columbia College for proficiency in certain designated courses in Physics. Established 1926 | MILLER (GUY B.) FUND: Bequest of the late Guy B. Miller, of the Class of 1898, College of Physicians and Surgeons, for the general purposes of the Medical School. Established 1904 | MITCHELL (WILLIAM) FELLOWSHIP FUND: Bequest of the late Benjamin D. Stillman to establish, in honor and memory of his friend, William Mitchell, deceased, the William Mitchell Fellowship Fund in Letters or Science. Established 1908. | MOFFAT SCHOLARSHIP FUND: Bequest of William B. Moffat, M. D., of the Class of 1838, 'for the purpose of one or more scholarships for the education and instruction of one or more indigent students.' Established 1862 |

| 110 | 0.0 | 23 0 111 | <i>D</i> 1 0 | | DROI | • • | |
|------------------------|--|---|---|--|--|---|--|
| At June 30, 1927 | | 2,010.00 | 10,000.00 | 7,500.00 | 10,000.00 | 3,050.00 | 2,000.00 |
| Additions 1926–1927 | | | | | | | |
| At June 30, 1926 | | 2,010.00 | 10,000.00 | 7,500.00 | 10,000.00 | 3,050.00 | 2,000.00 |
| | MONTGOMERY (ROBERT H.) PRIZE FUND: Gift of Robert H. Montgomery to establish this fund, the income to be awarded as a prize to the member of the graduating class of the School of Business who has specialized in accounting and member of the graduating class of the School of Business who most preficient in all courses. | who is usefuled by the stan of the stand of | MORKIS (AUGUSTUS NEWBOLD) FUND: Gift of Newbold Morris, of the Class of 1891 Law, in memory of his father Augustus Newbold Morris, of the Class of 1860, the income to provide a fellowship for an advanced student of Public or Private Law who may be a candidate for the degree of Doctor Juris. Established 1924 | MOSENTHAL FELLOWSHIP FUND: Gift of the friends of the late Joseph Mosenthal, to found a fellowship in Music. Established 1898 | MURRAY (GEORGE W.) FUND: Gift of George Wellwood Murray, of the Class of 1876 Law, to establish this fund, the income to be used for the purchase of books for the Law Library. Established 1924 | ORDRONAUX (JOHN) FUND: Bequest of Dr. John Ordronaux, to establish prizes in the Law School, to be presented annually. Established 1909. | PEELE (ROBERT) PRIZE FUND: Gift of E. E. Olcott, the income to be given annually to a member of the graduating class in mining and metallurgical engineering who shall have shown the greatest proficiency in his course of study. Established 1925. |

| 5,700.00 | 15,000.00 | P O R T 000000'05 | OF THE | 1,000.00 | 1,400.00 | 4 26,320.50 445,836.14 B | ER | 1197.28 |
|--|---|--|---|--|--|--|---|---|
| 5,700.0 | | 50,000.00 | | 1,000.00 | 1,400.00 | 419,515.64 | | 17,137.2 |
| PERKINS FELLOWSHIP FUND: Bequest of Willard B. Perkins, the income to be expended every four years for a traveling fellowship in the Architectural Department. Established 1898 | PERKINS (EDWARD H., Jr.) SCHOLARSHIP FUND: Bequest of Norton Perkins in memory of his father, Edward H. Perkins, Jr., the income to provide a scholarship in History or Economics. Established 1926 | PETERS (WILLIAM RICHMOND, JR.) FUND FOR ENGINEERING RESEARCH: Gift of Mr. and Mrs. William R. Peters to establish this fund as a memorial to their son, William Richmond Peters, Jr., of the Class of 1911, Civil Engineering, the income of which is to be applied to the work of research in the Department of Civil Engineering. Established 1912 | PHILOLEXIAN CENTENNIAL WASHINGTON PRIZE FUND: Gift of the Philolexian Society from J. Ackerman Coles, of the Class of 1864, the accumulated income to be expended every four years for a duplicate of the life-size bronze bust of George Washington, modeled from life at Mount Vernon, by Jean Antoine Houdon. Bust to be cast at the Barbadienne Foundry, Paris, France, and to be given to that member of the Philolexian Society, who, in the opinion of the President of the University, the President of the Society, and a third man of their | choosing, shall be deemed most worthy, upon his delivery of an original patriotic address. Established 1902. | PHILOLEXIAN PRIZE FUND; From the Philolexian Society, the income to be paid to the Society for prizes. Established 1904 | PHOENIX LEGACY: On account of the residuary estate of the late Stephen Whitney Phoenix, bequeathed to Columbia College, for the purpose of scientific instruction and research. Established 1881 | PRESIDENT'S HOUSE (FURNISHING AND EQUIPMENT) FUND: Created by act of the Trustees on November 6, 1922, by the transfer of \$13,415.13 remaining in the anonymous gift of \$30,000.00 reported to the Trustees on March 6, 1911, and increased from the general funds of the Thiveresity to \$20,000.00 this sum to constitute the principal of a special fund | for the furnishing and equipment of the President's House, the income of which, and if necessary any portion of the principal, to be expended as may be needed under the direction of the President. Established 1922 |

| | | | 0 | | |
|------------------------|--|---|--|---|---|
| At June 30, 1927 | 15,000.00 | 15,000.00 | 100,000.00 | 1,768,774.57 | 283,437.50 |
| Additions 1926-1927 | | | | | |
| At June 30, 1926 | 15,000.00 | 15,000.00 | 100,000.00 | 1,768,774.57 | 283,437.50 |
| | PROUDFIT (ALEXANDER MONCRIEF) FELLOWSHIP FUND: Bequest of the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship for the encouragement of study in English Literature, to be known as the 'Alexander Moncrief Proudfit Fellowship in Letters,' to be held only by such persons as, being the sons of native-born American parents, shall have taken the degree of Bachelor of Arts after a three years' residence in Columbia College, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899. | PROUDFIT (MARIA McLEAN) FELLOWSHIP FUND IN MEDICINE: Bequest of the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship to be known as the 'Maria McLean Proudfit Fellowship,' to be held only by such persons, as being the sons of native-born American parents, shall, under the direction of the Medical Faculty of Columbia College, pursue advanced studies in Medicine, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899. | PSYCHOLOGY FUND: Gift of John D. Rockefeller, as an endowment of the head professorship of the Psychological Department of Columbia University. Established 1899 | PULITZER (JOSEPH) FUND FOR SCHOOL OF JOURNALISM: Gift from Joseph Pulitzer to establish and endow a School of Journalism in Columbia University. Established 1903 | PULITZER SCHOLARSHIP FUND: Gift of \$100,000 by Joseph Pulitzer to found thirty scholarships for graduates of City Grammar Schools, onc-half the sum to be used on improvements on the new site at 116th St. Established 1893. Augmented in 1912. |

| R | EPORT | O F | тне | TRE | EASUl | RER | 121 |
|--|---|--|--|---|---|---|--|
| 5,000.00 | 2,000.00 | 4,750.00 | | 1,000.00 | 3,630.00 | 22,393.94 | 10,000.00 |
| | 2,000.00 | | | | | | |
| 5,000.00 | | 4,750.00 | | 1,000.00 | 3,630.00 | 22,393.94 | 10,000.00 |
| REISINGER (HUGO) FUND: Bequest of the late Hugo Reisinger, the income to be applied in the discretion of the Trustees to the purchase of books, periodicals, and other material for instruction and research in matters relating to the German peoples. Established 1919. | RHODES (F. P. F.) SCHOLARSHIP FUND: Gift of E. E. Olcott in memory of his classmate, Francis Pell Forsyth Rhodes, School of Mines, '74, to establish this fund, the income to be awarded on Commencement Day of each year to a member of the graduating class in Metallurgy, in accordance with the terms of the gift. Established 1926 | ROGERS (HOWARD MALCOLM) SCHOLARSHIP FUND: Bequest of the late Henrietta Rogers to establish this Fund. Established 1925 | ROLKER (CHARLES M., Jr.) PRIZE FUND: Gift of Mrs. Charles M. Rolker, the annual income to constitute a prize to be publicly awarded on Class Day of each year to that member the graduating class in Columbia College who, in the | jugment of his classmates, has proven minisen most worthy of special distinction as an undergraduate student, either because of his industry and success as a scholar, or because of his helpful participation in student activities, or because of pre-eminence in athletic sports. Established 1909 | ROMAINE (BENJAMIN F.) PRIZE FUND: Gift of Benjamin F. Romaine to establish a prize for proficiency in the Greek language and literature. Established 1922 | ROSS (GEORGE) FUND: Bequest of the late Catherine A. Ross, the income to be used for the advancement and development of athletics at Columbia University. Established 1923 | SANDHAM (ANNA M.) SCHOLARSHIP FUND: Bequest of the late Anna M. Sandham to establish a scholarship at Barnard College. Established 1922 |

| | At June 30, 1926 | Additions 1926-1927 | At June 30, 1927 |
|--|------------------------------|------------------------|---------------------|
| SAUNDERS (ALEXANDER) SCHOLARSHIP FUND: Bequest of the late Mary Ellen Saunders in memory of her husband Alexander Saunders to establish an undergraduate scholarship for the benefit of an American boy of Scotch, English or Irish parentage, to be nominated by the superintendent, principal and teachers of the Yonkers High School, in Yonkers, N. Y. Established 1922. | 12,000.00 | | 12,000.00 |
| SAUNDERS (LESLIE M.) SCHOLARSHIP FUND: Bequest of the late Alexander Saunders to establish a scholarship for the benefit of the youth nominated therefor by the principal and teachers of the Yonkers High School in Yonkers, N. Y., in the first instance, and thereafter to fill a vacancy as it may occur from time to time perpetually, and upon such conditions as such principal and teachers may determine, with such power and authority to them to fill such a scholarship for a term of either one year, two years, three years, or four years, as they may from time to time determine. Established 1917 | 00.000.00 | | 0,000.00 |
| SCHERMERHORN (F. AUGUSTUS) FUND: Established by the Trustees for a traveling fellowship in the Department of Architecture in recognition of the liberality of Mr. F. Augustus Schermerhorn of the Class of 1868, to this Department. This fellowship is awarded in even-numbered years. (Name changed from Columbia Fellowship Fund.) Principal reduced from \$13,000.00 to \$12,500.00. Established 1889 | 12,500.00 | | 12,500.00 |
| SCHERMIERHORN SCHOLARSHIP FUND: Bequest of John J. Schermerhorn, of the Class of 1825, 'for the purpose of free scholarships, the nomination to which shall vest in my nearest male relative in each generation during his lifetime.' Established 1877. | 5,000.00 | | 5,000.00 |
| SCHERMERHORN (WILLIAM C.) FUND: Bequest of Mrs. John Innes Kane in memory of her father, William C. Schermerhorn, the income to be applied, as the Trustees may direct, to the support of the religious work of the University. Established 1927 | \mathrew{\partial}{\partial} | 300,000.00 | 500,000.00 |
| | | | |

| | REPO | RT OF | тн | ETR | EASURE | r 123 |
|--|--|---|--|--|---|--|
| 18,000.00 | 100,000.00 | 131,000.00 | 10,000.00 | 10,700.00 | 12,000.00 | 10,000.00 |
| | | | | | | |
| 18,000.00 | 100,000.00 | 131,000.00 | 10,000.00 | 10,700.00 | 12,000.00 | 10,000.00 |
| SCHIFF FELLOWSHIP FUND: Gift of Jacob H. Schiff to found a fellowship in the School of Political Science, to be annually awarded by the Faculty on the nomination of the donor or his eldest living male descendant, etc. Established 1898 | SCHIFF (JACOB H.) ENDOWMENT FUND: Gift of Jacob H. Schiff for the endowment of a Professorship of Social Economy in order to make possible a close affiliation between Columbia University and the New York School of Philanthropy. Established 1905 | SCHOOL OF DENTISTRY ENDOWMENT FUND: Gift of James N. Jarvie for the partial endowment of a Dental School. Original gift \$100,000, to which has been added \$5,000 on account of interest on the above principal to April 15, 1917. Gift of Anonymous Donors, \$26,000. Established 1916. | SCHURZ (CARL) FELLOWSHIP FUND: From the Carl Schurz Fund Committee in honor of Carl Schurz. Established 1900 | SCHURZ (CARL) LIBRARY FUND: From the Carl Schurz, the income to be devoted to the purchase of books, maps, pamphlets and the like, in the field of the German Language and Literature. Established 1900. | SEIDL FUND: The proceeds of a memorial performance held at the Metropolitan Opera House on March 23, 1899, in honor of the late Anton Seidl, the income of the fund to be paid to Mrs. Seidl during her lifetime, and thereafter 'to be awarded at least every second year to the most promising candidate, either man or woman, prepared to devote himself, or herself, to the study of musical composition at Columbia University, or elsewhere in this country or abroad | SHOEMAKER (WILLIAM BROCK) FUND: Gift as a memorial to the late William Brock Shoemaker, of the Class of 1902, in Columbia College, established jointly by his wife, Ella de Peyster Shoemaker, and his father, Henry F. Shoemaker, the income to be used for the benefit of self-supporting students. Established 1908 |

| At June 30, 1927 | 778,218.95 | 3,500.00 | 10,000.00 | 47,943.27 | 10,000 00 | 1,900.00 |
|------------------------|---|--|---|--|--|---|
| Additions 1926–1927 | | | : : : : : : : | | | |
| At June 30, 1926 | 778,218.95 | 3,500.00 | 10,000.00 | 47,943.27 | 10,000.00 | 1,900.00 |
| | SLOANE HOSPITAL FOR WOMEN FUND: Gift of William D. Sloane and Emily Thorn Sloane, his wife, as an endowment to the Sloane Hospital for Women. Established 1889. | SMITH PRIZE FUND, SCHOOL OF MEDICINE: Gift of relatives, friends and pupils of the late Joseph Mather Smith, M. D., as a memorial of his services as Professor in the College of Physicians and Surgeons from 1826 to 1866. An annual prize of \$100 is to be awarded for the best essay on the subject for the year by an alumnus of the College. Established 1894. | SMYTH (DAVID W.) SCHOLARSHIP FUND: Gift of David W. Smyth, of the Class of 1902, the income to be awarded annually as a scholarship to a student in Columbia College whose pecuniary condition and resources are, in the judgment of the Faculty, insufficient to defray the expenses of a collegiate education. Established 1926 | SOCIAL AND POLITICAL ETHICS PROFESSORSHIP FUND: To endow a chair of Social and Political Ethics. Established 1918 | STEERS (JAMES R.) FUND: Bequest of the late James R. Steers of the Class of 1863 Law, to found a free bed in the Sloane Hospital for Women in the name of his daughter, Fannic Steers Reeve. Established 1919 | STEVENS PRIZE FUND, SCHOOL OF MEDICINE: Established by the late Alexander Hodgson Stevens, formerly President of the College of Physicians and Surgeons. The income of the fund is to be awarded every three years for the best medical essay covering original research as determined by the committee in charge of the prize. Established 1891 |

| 20,000.00 | R E P O 00'000'9 | R T O T S.032.75 | 4,200.00 4.200.00 E | T R E A | S U R E R 000000'9 | 1255 00:005'11 00:005'11 |
|---|---|--|---|---|---|---|
| STOKES (CAROLINE PHELPS) FUND: Bequest of the late Caroline Phelps Stokes, the income to be used for lectures, prizes or essays by the students of Columbia, Barnard and Teachers Colleges. Established 1910 | STUART SCHOLARSHIP FUND: The gift of Mrs. Cornella A. Atwill, in memory of her grandsons, Sidney Barculo Stuart, of the Class of 1880, and Eugene Tolman Stuart, of the Class of 1881, to found two scholarships in the College, to be known as "Stuart Scholarships." Established 1895 | SWIFT MEMORIAL FUND: Gift from the Trustees of the Association of the Alumni of the College of Physicians and Surgeons, representing the principal sum and accrued income as of December 31, 1920, of the Swift Memorial Fund, created in 1883 by Dr. James T. Swift as a memorial to his brother, Dr. Forest Swift, of the Class of 1857. Established 1921. | TOPPAN PRIZE FUND: Gift of Mrs. Sarah M. Toppan, to establish this fund in memory of her late husband, Robert Noxon Toppan, the income to be used annually in providing the Robert Noxon Toppan Prize in the School of Law. Established 1904. | TROWBRIDGE FELLOWSHIP FUND: Gift of the Alumni Association of the School of Mines as a memorial of the late Professor Trowbridge, to establish the "William Petit Trowbridge Fellowship in Engineering." Established 1893 | TURNER (CHARLES W.) SCHOLARSHIP FUND: Gift of Wallis S. Turner, of the Class of 1900, to establish, in memory of his father, Charles W. Turner, a scholarship in Columbia College, to aid the education of a needy or deserving student, to the end that through the advantages of such education the recipient may aspire to the highest type of American Citizenship. Established 1920. | TYNDALL FELLOWSHIP FUND: Gift of the late Professor John Tyndall, of London, the income to be applied to the support of 'American pupils who may have shown decided talent in Physics, etc.' Established 1885 |

| | At June 30, | Additions | At June 30, |
|---|-------------|-----------|-------------|
| | 1926 | 1926–1927 | 1927 |
| UNIVERSITY PUBLICATION FUND: Created by act of the Trustees November 6, 1922, from part of the bequest of the late Daniel B. Fayerweather, the income of such fund, and if necessary any portion of the principal, to be expended under the direction of the President, to meet the cost of publishing works of scholarship and research through the Columbia University Press. Established 1922 | 7,857.64 | | 7,857.64 |
| VAN AM PRIZE FUND: Gift of the Class of 1898 in commemoration of the twenty-fifth anniversary of its graduation and in memory of John Howard Van Amringe of the Class of 1860 to establish a fund, the income to be used in providing a bronze medal to be awarded each year to that member of the Sophomore Class who shall have most distinguished himself for service, character and courtesy in his relations to faculty, fellow students and visitors to the University. Established 1923 | 6,060.00 | | 6,060.00 |
| VAN AMRINGE (PROFESSOR) MATHEMATICAL PRIZE FUND: Gift of George G. DeWitt, of the Class of 1867, to establish this fund, the annual income to constitute the Professor Van Amringe Mathematical Prize in Columbia College. Established 1910 | 5,100.00 | | 5,100.00 |
| VANDERBILT CLINIC ENDOWMENT FUND: Git of Cornelius, William K., Frederick W., and George W. Vanderbilt, as a perpetual memorial to their father, the late William H. Vanderbilt, as an endowment for the Vanderbilt Clinic. Established 1896 | 115,000.00 | 625.00 | 15,625.00 |
| VAN PRAAG (L. A.) FUND: Bequest of L. A. Van Praag to be used by the Trustees, at their discretion, for research into the causes and cure of cancer. Established 1915 | 5,000.00 | | 5,000.00 |
| VAN RENSSELAER (MARIANA GRISWOLD) PRIZE FUND: Gift of Maximilian Foster, the income to be awarded to the student who submits during the college year the best example of English lyric verse. Established 1926 | 1,000.00 | 1,000.00 | 1,000.00 |

| REPOI 00'000' | S,087.24 H | THE TR | EASURER 000066 | 00.000, |
|--|--|---|--|--|
| | | | | |
| | | | 20.00 | |
| 100 000 00 | 5,087.24 | 800.00 | 340.00 | 00.000,0 |
| WARING FUND: The Chamber of Commerce of the State of New York, in the latter part of the year 1898, raised by public subscription the sum of \$100,000 to perpetuate the memory of the late George E. Waining. The income of the fund (to be not less than \$4,000 per year) is to be paid semi-annually to the widow and daughter of Colonel Waring during their lifetime, and thereafter 'the income shall be devoted to the purpose of instruction in municipal affairs in such manner as the President and Board of Trustees of such College may direct.' For Mrs. Waring. Sto,000.00 | WATSON (DR. WILLIAM PERRY) FOUNDATION IN PEDIATRICS: Gift of Dr. William Perry Watson, to establish a permanent fund, the annual income of which shall be given in cash to that member of the graduating class showing the most efficient work in the study of the Diseases of Infants and Children. Established 1921. | WEINSTEIN (ALEXANDER) MEMORIAL FUND: Gift of the classmates and friends of the late Alexander Weinstein, a member of the Class of 1921 College of Physicians and Surgeons, to establish this fund, the income from which is to be used in purchasing annually for the library of the Medical School additional copies of those reference books which are in greatest demand among the students. Established 1921 | WENDELL MEDAL FUND: Gift of the friends in the Alumni and Faculty of the late Professor George Vincent Wendell to honor and perpetuate his memory, the income to be applied to the cost of a medal to be awarded each year to a student in the graduating class of the Schools of Mines, Engineering and Chemistry who has been chosen by his class as best exemplifying the ideals of character, scholarship and service represented by Professor Wendell. Established 1924. | WHEELER (H. A.) SCHOLARSHIP FUND: Gift of H. A. Wheeler of the Class of 1880, School of Mines, to establish a scholarship for students in mining, engineering or geology who need financial assistance to carry on their work in the undergraduate department of Columbia University, Established 1923 |

| | | - | | |
|--|---------------------|--------------------------------|---------------------|--|
| | At June 30, 1926 | Additions 1926-1927 | At June 30, 1927 | |
| WHEELER (JOHN VISSCHER) SCHOLARSHIP FUND: Bequest of the late Susan E. Johnson Hudson to establish this fund, the income to provide a scholarship in the University. Established 1914 | 12,000.00 | 12,000.00 | 12,000.00 | |
| WHEELOCK (GEORGE G.) FUND: Gift of Mrs. George G. Wheelock and William H. Wheelock, to establish this fund in memory of the late Dr. George G. Wheelock, the income to be used to meet the needs of the Department of Physiology. Established 1907 | 5,027.07 | 5,027.07 | 5,027,07 | |
| FIRE INSURANCE FUND: For the purpose of meeting the cost of repairing damage due to fire in those academic buildings which are not specifically insured. | 50,000.00 | • | 50,000.00 | |
| | \$30,767,770.02 | \$1,146,244.20 \$31,914,014.22 | \$31,914,014.22 | |
| | | | | |

PERMANENT FUNDS

ESTABLISHED BY GIFT FOR THE PURCHASE OF LAND AND ERECTION AND EQUIPMENT OF BUILDINGS

| | At June 30, | Additions | At June 30, |
|---------------------------------------|--------------------|---|---|
| | 1926 | 1926-1927 | 1927 |
| | | | |
| Apparatus: Optical | | \$7,110.00 | \$7,110.00 |
| Autobiography: John Stuart Mill | \$100.00 | | 100.00 |
| Avery Architectural Building | 339,250.00 | 1,829.68 | 341,079.68 |
| Baker Field | 732,483.30 | | 732,483,30 |
| Morningside Heights Site | 331,150.00 | | 331,150.00 |
| Boathouse: Baker Field | | 4,361.75 | 4,361.75 |
| Boathouse: Class of 1897 | 8,000.00 | | 8,000.00 |
| Castings: Duriron | 75.00 | | 75.00 |
| Chapel Furnishing | 3,382.00 | | 3,382.00 |
| Clock: Class of 1906 | 1,159.64 | | 1,159.64 |
| College of Dental and Oral Surgery | 453,185.59 | 17,999,73 | 471,185,32 |
| Crocker Research Laboratory: X-Ray | | | |
| Equipment | 18,465.53 | | 18,465.53 |
| Deutsches Haus | 30,000.00 | | 30,000.00 |
| Earl Hall: Building | 164,950.82 | | 164,950.82 |
| East Field | 420,000.00 | | 420,000.00 |
| Egleston (Professor): Setting of Bust | 390.00 | | 390.00 |
| Engineering Apparatus | 450.00 | | 450.00 |
| Exedra, Granite | 5,000.00 | | 5,000.00 |
| Faculty House: Building | 306,965.37 | | 306,965,37 |
| Faculty House: Equipment | 25,844.45 | 1,708.03 | 27,552.48 |
| Fayerweather Hall: Building | 330,894.03 | | 330,894.03 |
| Filter, Rotary | 1,000.00 | | 1,000.00 |
| Flagstaff: Class of 1881 | 4,600.00 | | 4,600.00 |
| Fountain of Pan | 12,013.50 | | 12,013.50 |
| Furnace, Hegeler | 2,000.00 | | 2,000.00 |
| Furnald Hall: Building | 350,000.00 | | 350,000.00 |
| Gates: Class of 1882 | 1.500.00 | | 1,500.00 |
| Gates: Class of 1888 | 2,000.00 | | 2,000.00 |
| Gates: Class of 1891 | 15,000.00 | | 15,000.00 |
| Hamilton Hall: Building | 507,059.16 | | 507,059.16 |
| Hamilton Hall: Clock | 1,913.90 | | 1,913.90 |
| Hamilton Hall: Gates | 2,020.00 | | 2,020.00 |
| Hamilton Hall: Gemot | 1,000.00 | | 1,000.00 |
| Hamilton Hall: Class of 1909 Shield | 20.00 | | 20.00 |
| Hamilton Statue | 11,000.00 | | 11,000.00 |
| "Hammerman" | 5,000.00 | | 5,000.00 |
| Hartley Hall: Building | 350,000.00 | | 350,000.00 |
| Hartley Hall: Stained Glass Windows | 2,000.00 | | 2,000.00 |
| Havemeyer Hall: Building | 414,206.65 | | 414,206.65 |
| Havemeyer Hall: Annex | 418,080.69 | 93,841.62 | 511,922,31 |
| Havemeyer Hall: Laboratory | 600.00 | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | 600.00 |
| Highland, N. Y.: Property | 30,000.00 | | 30,000.00 |
| Illuminating University Grounds | 1,035.00 | | 1,035.00 |
| Instruments: Optical | 9,930.00 | | 9,930.00 |
| Kent Hall: Building. | 495,672.57 | | 495,672.57 |
| Library: Building | 1,100,639.32 | | 1,100,639.32 |
| Library: Marble Columns | 1,678.00 | | 1,678.00 |
| Library: Torcheres | 6,000.00 | | 6,000.00 |
| Livingston Hall: Memorial Window | 1,124.00 | | 1,124,00 |
| | | | 2,121,00 |
| Carried forward | \$6,918,838.52 | \$126,850.81 | \$7,045,689.33 |
| | 1 - 517 20 1000102 | 1 4110,000,01 | T. 10 10 10 10 10 10 10 10 10 10 10 10 10 |

| | At June 30, 1926 | Additions 1926–1927 | At June 30, 1927 |
|--|---------------------|---|---------------------|
| Brought Forward | \$6.918.838.52 | \$126,850.81 | \$7,045,689.33 |
| Long Island College Hospital: Apparatus | 3,500.00 | | 3,500.00 |
| Maison Française: Building | 33,300.00 | | 33,300.00 |
| Medical School (New): Building | 1,041,682.89 | 1,252,740.56 | 2,294,423.45 |
| Medical School (New): Site | 985,000.00 | 1.00 | 985,001.00 |
| Medical School (Old): Additions | 117,842.07 | | 117,842.07 |
| Medical School (Old): Building | 71,551,05 | | 71,551.05 |
| Medical School: Removing and Rebuilding | 53,000.00 | | 53,000.00 |
| Medical and Surgical Equipment | 14,912.80 | | 14,912.80 |
| Mineral Specimens: Dufource Collection | 300.00 | | 300.00 |
| Model: Buildings and Grounds | 19,972.70 | | 19,972.70 |
| Model: Braden Copper Co | 1,700.00 | | 1,700.00 |
| Model: Coal Mine | 250.00 | | 250.00 |
| Philosophy Building | 350,000.00 | | 350,000.00 |
| Physics: Building. | | 775,000.00 | 775,000.00 |
| Power House: Steam Boilers | 3.250.00 | | 3,250.00 |
| President's House Furnishing | 14,410.17 | | 14,410.17 |
| Publications: Cragin Collection | 1,400.00 | | 1,400.00 |
| Pylon: Class of 1890. | 8,598.72 | | 8,598.72 |
| St. Paul's Chapel: Bell | 5,120.84 | | 5,120.84 |
| St. Paul's Chapel: Building | 250,000.00 | | 250,000.00 |
| St. Paul's Chapel: Furniture | 2,846.62 | 375.00 | 3,221.62 |
| St. Paul's Chapel: Memorial Windows | 32,700.00 | 373.00 | 32,700.00 |
| St. Paul's Chapel: Organ and Case | 27,000.00 | | 27,000.00 |
| St. Paul's Chapel: Torcheres | 5,280.00 | | 5,280,00 |
| Schermerhorn Hall: Building | 458,133.18 | | 458,133.18 |
| School of Business: Building | 961,758.33 | | 961,758.33 |
| School of Dentistry: Building | 33,500.00 | | 33,500.00 |
| School of Dentistry: Equipment | 5,584.92 | | 5,584.92 |
| School of Journalism: Building | 563,501.21 | | 563,501.21 |
| School of Mines: Building | 250,000.00 | | 250,000.00 |
| School of Mines: Torcheres | 1,000.00 | | 1,000.00 |
| Sloane Hospital for Women: Additions and | 1,000.00 | | 1,000.00 |
| Alterations | 399,263,14 | | 399,263,14 |
| South Court Fountain | 4,932.88 | | 4,932.88 |
| South Field | 54,707.00 | | 54,707.00 |
| South Field Grading | 11,500.00 | | 11,500.00 |
| Statue of Science and Pylon: Class of 1900 | 13,148.95 | | 13,148.95 |
| Sun Dial—116th Street | 10,000.00 | | 10,000.00 |
| Telescope | 5.497.35 | | 5,497.35 |
| Trophy Room: Equipment | 980.00 | | 980.00 |
| University Hall: Enlargement | 100,756.41 | | 100,756.41 |
| Van Amringe Memorial | 20,238.34 | | 20,238.34 |
| Vanderbilt Clinic: Building | 350,000.00 | | 350,000.60 |
| Villard (Henry) Legacy | 50,000.00 | • | 50,000.00 |
| vinara (Henry) Legacy | 30,000.00 | | 30,000.00 |

GIFTS AND BEQUESTS

Received for the Purchase of Land and Erection and Equipment of Buildings

[See Permanent Funds, pages 129 and 130]

| Name | Purpose | Date | Amount |
|------------------------------|--|----------------------|-----------------------|
| | A | | |
| Adams (Edward D.) | .Deutsches Haus, 419 West 117th | | |
| Traditio (Editard 21) | Street | 1910 | \$30,000.00 |
| Aldrich (Mrs. Richard) | . Medical School (old) Additions | 1917 | 5.00 |
| Alumni Association of Colum- | . Clinton Window, St. Paul's Chapel | 1906 | 300.00 |
| Alumni Association of Colum- | .Hamilton Hall Building | 1906 | 997.50 |
| Alumni Association of Colum- | .Hamilton Statue, South Field | 1908 | 10,000.00 |
| | .University Hall, enlargement | 1900-13 | 100,756.41 |
| | .Medical School (old) AdditionsFurnishing President's House | 1917 191 0 | 5,000.00 14,410.17 |
| Anonymous | .rumsning i resident's mouse | 1910 | 14,410.17 |
| | Gift\$30,000.00 Expenses \$2,174.70 | | |
| | Transfer to | | |
| | Special | | |
| | Endow- ments 13,415.13 | | |
| | 15,589.83 | | |
| | 14,410.17 | | |
| | | | |
| Anonymous | Hamilton Statue | 1909 | 1,000.00 |
| | Medical School (old) Additions | 1917-19 | 10,691.58 |
| Anonymous | Medical School (removing and | | |
| A | rebuilding) | 1915 | 15,000.00 |
| | Medical and Surgical Equipment. Models of buildings and grounds | 1919-21 1906-08 | 4,712.80 19,972.70 |
| - | Furniture, St. Paul's Chapel | 1908 | 2,846.62 |
| | Boat-house, Baker Field | 1926 | 2,861.75 |
| | Gift\$25,000.00 Interest940.98 | | |
| | | | |
| | \$25,940.98 | | |
| | Expended 2,861.75 | | |
| | Balance (Gift acct.). \$23,079.23 | | |
| Anonymous | South Field Grading | 1909 | 1,500.00 |
| - | Trophy Room Equipment | 1922 | 980.00 |
| Aub (Miss Alma C.) | Medical and Surgical Equipment. | 1921 | 200.00 |
| | Avery Library Building | 1911-14 | 3 39,250.00 |
| | В | | |
| Babcock (Samuel D.) | Morningside Heights Site | 1892 | 5,000.00 |
| Babcock & Wilcox | Steam Boilers—Power House | 1907 | 3,250.00 |
| Baker (George F., Jr.) | Medical School (old) Additions | 1917 | 2,500.00 |

| Name Purpose | | Date | Amount |
|---|-----------|-----------|------------|
| Baker (George F.)Baker Field | | 1922-24 | 730,583.15 |
| Total amount of | | | |
| gifts \$7 | 71,940.59 | | |
| Taxes, etc, | 41,357.44 | | |
| | 30,583.15 | | |
| Baldwin (Helen, M.D.)Medical School (old) Add | litions | 1917 | 100.00 |
| Bausch & Lomb Optical Co Optical Instruments | | 1920-24 | 9,100.00 |
| Beck (Chas. Bathgate) Be- | | | |
| questKent Hall Building | | 1899-1912 | 385,672.57 |
| Total Bequest \$3 | 82,808.37 | | |
| Interest on bequest | 10,373.20 | | W. |
| \$39 | 93,181.57 | | |
| Less legal expenses | 7,509.00 | | |
| \$33 | 85,672.57 | | |
| = | | | |
| Beekman (Gerard) Beekman Window: St | | 1006 | (00.00 |
| Chapel | | 1906 | 600.00 |
| Beekman (Gerard)Minturn Window: St. Chapel | | 1906 | 600.00 |
| Benson (Mary) Medical School (old) Add | | 1917 | 25.00 |
| Bernheim (A. C.)Morningside Heights Site | e | 1892 | 1,000.00 |
| Bernheim (Mrs. Geo. B.)Medical School (old) Add | litions | 1917 | 1,000.00 |
| Bondy Fund IncomeX-Ray Equipment: Croc | ker Lab- | | |
| oratory | | 1922 | 10,677.85 |
| Brackenridge (Geo. W.)Medical School (old) Add | | 1917 | 50,000.00 |
| Braden Copper CoModels of copper mines. | | 1925 | 1,700.00 |
| Bruce (Catherine Wolfe)Telescope for New Obs | servatory | 1899 | 5,497.35 |
| Gift of \$10,000 receiv | | | |
| The gift with inte- partly used in expe | | | |
| balance remaining v | | | |
| in part payment of | | | |
| of a telescope in the | | | |
| Building erected in 1 | 925-20. | | |
| Burgess (Annie P.) Estate of School of Business Buildin | | 1913-24 | 64,188.71 |
| Bequest \$6 Interest | 792.45 | | |
| - Interest | | | |
| | 64,188.71 | | |
| C | | | |
| Carnegie CorporationMedical School (new) Bui | lding | 1925-27 | 764,807.64 |
| Carter (Henry C.)Morningside Heights Site | | 1892 | 150.00 |
| Cheesman (Dr. T. M.) Cheesman Window: St | | | |
| Chapel | | 1905 | 600.00 |

| Name | Purpose | Date | Amount |
|---------------------------------|--|--------------|----------------------|
| Cheesman (Dr. T. M.) Estate | School of Business Building | 1920 | 11,162.81 |
| | Bequest\$10,000.00 Interest1,162.81 | 1720 | 11,102.01 |
| | \$11,162.81 ==== | | |
| | Morningside Heights Site | 1893 | 10,000.00 |
| | Fountain of Pan: the Grove | 1908-09 | 12,013.50 |
| | Marble Columns in Library Gates: Hamilton Hall | 1912-13 | 1,678.00 |
| | Gemot: Hamilton Hall | 1907 1911 | 2,020.00 |
| | Plagstaff: the Quadrangle | 1911 | 1,000.00 4,600.00 |
| | 20th Street Gates | 1897-98 | 1,500.00 |
| | Forcheres: St. Paul's Chapel | 1908 | 5,280.00 |
| | Setting Bust of Professor Egleston | 1913 | 390.00 |
| | Corcheres: School of Mines | 1907 | 1,000.00 |
| | lock: Hamilton Hall | 1907 | 1,913.90 |
| Class of 1884 | Grading South Field | 1909 | 5,000.00 |
| Class of 1885, CollegeSt | tained glass window "Sophocles," | | |
| | Hartley Hall | 1885 | 1,000.00 |
| | un Dial: South Field | 1910 | 10,000.00 |
| | Granite Exedra: the Quadrangle | 1911 | 5,000.00 |
| Class of 1888 | Gates at Amsterdam Avenue and | | |
| | 119th Street | 1913 | 2,000.00 |
| Class of 1889 | Barnard Window: St. Paul's | | |
| | Chapel | 1914 | 1,200.00 |
| Class of 1889, Mines | Menuier Statue, "The Hammer- | | |
| 01 1 1000 | man": the Quadrangle | 1914 | 5,000.00 |
| Class of 1890 | tatue of Letters and Pylon: S.E. | 4040.46 | 0.700.70 |
| Cl 54004 Callery | Cor. Broadway and 116th Street | 1913-16 | 8,598.72 |
| Class of 1891, College | stained Glass Window "Vergil" | 1001 | 1 000 00 |
| Clf 1901 | (Hartley Hall) | 1891 | 1,000.00 |
| Class of 1891 | gineering Buildings | 1916 | 15,000.00 |
| Class of 1893 | | 1918 | 5,120.84 |
| Class of 1897B | | 1922-23 | 8,000.00 |
| Class of 1897, Arts and Mines P | | 1927 | 1,500.00 |
| Class of 1899 | | 1909 | 5,000.00 |
| Class of 1900 | | | -, |
| | cor. Broadway and 116th Street | 1925 | 13,148.95 |
| Class of 1906 | lock on South Field | 1916 | 1,159.64 |
| Class of 1909 | | 1912 | 20.00 |
| Clinton (DeWitt)C | linton Window: St. Paul's Chapel | 1906 | 300.00 |
| Cochrane (Alexander Smith) K | Cent Hall Building | 1909 | 100,000.00 |
| College of Dental and Oral | | | |
| SurgeryE | quipment: School of Dental and | | |
| | Oral Surgery | 1924 | 656.00 |
| College of Dental and Oral | about of Double to 100 150 | 1024 | 462 500 20 |
| SurgeryS | chool of Dental and Oral Surgery | 1924 | 462,529.32 |
| | Value of Buildings | | |
| | and Grounds \$444,529.59 | | |
| | Cash 17,999.73 | | |
| | | | |

\$462,529.32 ____

| Name | Purpose | Date | Amount |
|---|--|--------------------|------------------------|
| College of Physicians and Surgeons | . Medical School (old) Building | 1903 | 71,551.05 |
| | Boathouse at Highland, N. Y | 1921 | 30,000.00 |
| Cragin (E. B.) | Medical School (old) Additions Publications X-Ray Equipment Crocker Lab- | 1919 1919 | 1,000.00 |
| | oratory | 1921 1893 | 7,787.68 10,000.00 |
| | D | | |
| Davies (Julien T.) | Barnard Window: St. Paul's Chapel | 1913 | 1,000.00 |
| DeLamar Fund, Income of | Benson Window: St. Paul's Chapel . Medical School (old) Additions | 1906 1920 | 600.00 |
| | .Memorial Window: Livingston Hall | 1909 | 1,124.00 |
| De Peyster (Mrs. Frederic J.). | De Peyster Window: St. Paul's Chapel | 1905 | 600.00 |
| DeWitt (George G.) | Barnard Window: St. Paul's Chapel | 1905 | 500.00 |
| | .Hartley Hall Building | 1904-05 | 175,000.00 |
| | South Court Fountains Earl Hall | 1906-08 1900-02 | 4,932.88 164.950.82 |
| 20460 (| Gift\$159,540.38 Interest5,410.44 | .,,,, | 101,700,102 |
| | \$164,950.82 | | |
| Dryden (Forrest F.) | . Medical School (old) Additions | 1918 | 1,000.00 |
| Duriron Castings Co | .Castings for the Department of Chemical Engineering | 1920 | 75.00 |
| | E | | |
| | . Medical School (old) Additions Optical Instruments | 1918 1927 | 500.00 1800.00 |
| | \mathbf{F} | | |
| Fayerweather (Daniel B.) Bequest | .Fayerweather Hall Building | 1891-1917 | 330,894.03 |
| | \$330,894.03 | | |
| Fish (Stuyvesant) | . Fish Window: St. Paul's Chapel | 1906 | 600.00 |
| | . Maison Française Equipment | 1914 | 2,000.00 |
| Frank (Dr. John) Estate of | .School of Business Building Bequest\$2,389.85 Interest | 1923 | 2,589.64 |
| | \$2,589.64 | | |
| Fuller (Paul, Jr.) Furnald (Francis P., Jr.) Leg- | . Maison Française Equipment | 1913 | 100.00 |
| | .Furnald Hall Building | 1912-14 | 350,000.00 |

G

| Name | Purpose | Date | A mount |
|---------------------------------|---|------------------------------------|--|
| General Optical Co | . Medical School (new) Building Optical Instruments Optical Instruments Toward Purchase of East Field | 1925-27 1920-27 1920 1909 | 764,807.98 2,020.00 250.00 100,000.00 |
| Griscom (Acton) | .St. Paul's Chapel Furnishing | 1924 | 30.00 |
| | Н | | |
| Hand (Mrs. Learned) | Optical Instruments | 1927 1917 1923 | 560.00 50.00 985,001.00 |
| | valuation \$1,180,000 Less value of land transferred as fol- lows: Neurologi- | | |
| | cal Insti- tute\$120,000 New York | | |
| | State Psychi- atric | | |
| | Hospital. 74,999 | | |
| | \$985,001 | | |
| Harper (J. W.) Legacy | .Medical and Surgical EquipmentMorningside Heights SiteChandler Laboratories Bequest\$522,600.86 Legal exp\$500.00 Taxes.667.47 Harris (Ellen | 1919 1901 1922 | 10,000.00 5,000.00 511,922.31 |
| | C.) Fund 103,352.70 | | |
| | 104,520.17 \$418,080.69 | | |
| | Interest93,841.62 | | |
| | \$511,922.31 | | |
| Havemeyer (Henry O.) and others | Havemeyer Hall Building Gift of property | 1896 | 414,206.65 |
| | valued at \$450,000.00 Less loss on sale 35,793.35 \$414,206.65 | | |
| Hawes (A. J.) | Medical School (old) Additions | 1919 | 100.00 |
| Hepburn (A. Barton) | Maison Francaise: 411 West 117th Street | 1913 | 30,000.00 |

| Name | Purpose | Date | Amount |
|---|---|----------------------------|--|
| Hewitt (Hon. Abram S.) Hine (F. L.) Hoffman (Charles Frederick) | School of Business Building Morningside Heights Site Medical School (old) Additions School of Business Building | 1923-24 1893-96 1918 | 190,506.93 4,000.00 1,000.00 5,581.40 |
| Huntington (Archer M.) | Bequest\$5,000.00 Interest\$581.40 \$5,581.40 | 1919 | 1,000.00 |
| | I | | |
| Israel (Leon) Gift | School of Business Building \$5,000.00 Expense 1,745.00 | 1919 | 3,255.00 |
| | J \$3,255.00 | | |
| | Medical School (old) Additions | 1918 | 1,000.00 |
| | Morningside Heights Site | 1892-94 1919 | 50,000.00 500.00 |
| | . Medical School (old) Additions | 1917 | 500.00 |
| | Hartley Hall Building | 1904-05 | 175,000.00 |
| | Philosophy Building | 1910-11 | 350,000.00 |
| | Morningside Heights Site | 1893 1923 | 5,000.00 250.00 |
| | Maison Française Equipment | 1913 | 200.00 |
| | K | | |
| | Physics Building | 1927 1905-06 | 500,000.00 506,061.66 |
| | \$506,061.66 | | |
| | Morningside Heights Site | 1892 | 1,000.00 |
| Kingsland (Mrs. A. C.) | building) | 1915-16 | 2,000.00 |
| | Chapel | 1906 | 300.00 |
| , | Chapel | 1906 | 300.00 |
| Ladanhara (Mrs. Emily) | . Medical School (removing and re- | | |
| Dadenberg (Mrs. Emny) | building) | 1915 | 1,000.00 |
| | Medical School (old) Additions | 1917 | 10.00 |
| Langeloth (Jacob) Estate of | School of Business Building Bequest\$5,000.00 Interest | 1915 | 5,062.50 |
| | \$5,062.50 | | |
| | | | |

| Name | Purpose | | Date | A mount |
|---|---|---|---|---|
| Lawrence (Mrs. Benj. B.) | St. Paul's Chapel Gift Transferred to Chapel Furnishing Fund | \$20,000.00 1,600.00 \$18,400.00 | 1923 | 18,400.00 |
| Lawrence (Mrs. Benj. B.) | | \$ \$1,600.00 | 1923 | 3,727.00 |
| | | \$3,727.00 | | |
| Lengovitz (Emil G.) Lewisohn (Adolph) Long Island College Hospital Low (A. A.) Low (Seth) Low (Seth) | School of Mines Buildir Equipment Morningside Heights S Morningside Heights S | ngite | 1919 1904-05 1920 1892-94 1892 1896-99 | 450.00 250,000.00 3,500.00 15,000.00 5,000.00 1,100,639.32 |
| | M | | | |
| McLean (James) Mackay (Clarence H.) Macy (Mr. and Mrs. V. Everit). Marling (A. E.) Mehler (Miss Elsa). Moore (William H.). Morgan (J. Pierpont) McMillin (Emerson) | Maison Francaise Equi Medical School (old) Av Medical School (old) Av Medical School (old) Av Medical School (old) Av Medical School (old) Av Morningside Heights S Illumination of Universi School of Business Buil Gift of 2,040 Shares of Stock of the Amer & Traction Co., the | pment dditions dditions dditions dditions tditions ite tyGrounds lding f Common rican Light he proceeds with inter- | 1918 1914 1918 1917-19 1919 1917 1918 1892-95 1913 1917-18 | 1,000.00 1,000.00 12,000.00 6,000.00 1,000.00 1,000.00 1,000.00 100,000.00 1,035.00 568,069.02 |
| Mosher (Eliza M.) | | dditions lding \$91,101.43 | 1917 1920-21 | 500.00 110,226.04 |
| | Interest | 21,344.95 \$110,226.04 | | |
| Munsey (Frank A.) | : | | 1910 | 50,000.00 |

N

| N | | |
|---|----------------|--------------------|
| Name Purpose | Date | A mount |
| Nash (William A.) | ions 1918 | 250.00 |
| New Jersey Lime CoHegeler Furnace | | 2,000.00 |
| New York Odontological Soci- | | -, |
| etyAnatomical Collections and | Speci- | |
| mens | | 8,000.00 |
| Notman (George)Medical School (old) Additi | ions 1917 | 100.00 |
| Notman (Mrs. George)Medical School (old) Additi | ions 1917 | 100.00 |
| 0 | | |
| | Chapel 1906 | 600.00 |
| Ogden (David B.)Ogden Window: St. Paul's (Oliver Continuous Filter CoRotary Filter | | 600.00 1,000.00 |
| Optometrical Club of Brooklyn. Optical Instruments | | 1,500.00 |
| Optometrical Society of the | 1/21 | 1,500.00 |
| City of New YorkOptical Instruments | 1927 | 1,750.00 |
| Osborne (Mr. and Mrs. Wm. | | 2, |
| Church)Medical School (old) Additi | ons 1918 | 1,000.00 |
| Ottindorfer (Oswald)Morningside Heights Site | | 5,000.00 |
| p | | |
| | | |
| Palmer (Edgar)Medical School (old) Additi | | 3,000.00 |
| Parish (Henry) | | 5,000.00 |
| Parsons (Mrs. Elsie Clews) Medical School (old) Additi | | 100.00 |
| Parsons (Mrs. Edgerton)Medical School (old) Additi Peabody (George Foster and | | 5.00 |
| Charles)Organ and Case St. Paul's | Chapel 1905-06 | 27,000.00 |
| Pell (Howland) and othersPell Window: St. Paul's Cha | | 600.00 |
| Pendleton (Francis K.)Pendleton Window: St. | | 600.00 |
| Chapel Philosophy, Department of | 1900 | 600.00 |
| (Members)Autobiography of John Stua | rt Mill 1923 | 100.00 |
| Pratt (Mrs. Chas. M.) Medical School (old) Additi | ons 1917 | 500.00 |
| Pulitzer (Joseph)School of Journalism Buildi | | 563,501.21 |
| Gift of \$1,000,000 to es | | |
| and endow a School of | | |
| nalism, of which \$563, | | |
| was expended in the | | |
| struction of the building | | |
| balance remaining i | | |
| Pulitzer (Joseph) Fur School of Journalism. | nd for | |
| | | |
| R | | |
| Reid (D. G.)Medical School (old) Addition | | 1,000.00 |
| Rives (George L.)Barclay Window: St. | | |
| Chapel | | 600.00 |
| Rives (George L.)Medical School (Removin | | 10.000.00 |
| Rebuilding) | | 10,000.00 |
| Rives (G. L.), Estate ofMedical School (Removin Rebuilding) | | 25,000.00 |
| Rockefeller Foundation Medical School (new) Build | | 764.807.83 |
| | | 102,001.00 |
| S | | |
| | Paul's | |
| Chapel | | 500.00 |
| Sands (Sarah A.) Estate ofSands Window: St. Paul's C | hapel. 1906 | 600.00 |
| | | |

| Name | Purpose | Date | Amount |
|--|--|---------|------------|
| | | 2000 | 22///04/11 |
| Schermerhorn (F. Augustus). | Barnard Window: St. Paul's Chapel | 1913 | 1,000.00 |
| Schermerhorn (F. Augustus) | | 1022.22 | 206 065 25 |
| Schermerhorn (F. Augustus), | .Faculty House | 1922-23 | 306,965.37 |
| Estate of | .Faculty House Equipment | 1922-23 | 27,552.48 |
| | Bequest \$304,442.77 Interest 30,075.08 | | |
| | | | |
| | \$334,517.85 | | |
| | Building \$306,965.37 | | |
| | Equipment 27,552.48 | | |
| | \$334,517.85 | | |
| Schermerhorn (F. Augustus), | | | |
| Estate of | .Physics Building | 1926 | 275,000.00 |
| | Bequest \$262,993.25 Interest 12,006.75 | | |
| | | | |
| | \$275,000.00 | | |
| | .Schermerhorn Hall: Building | 1896-99 | 458,133.18 |
| | . Morningside Heights Site | 1892 | 5,000.00 |
| | School of Dentistry Building | 1919-21 | 26,000.00 |
| School of Dentistry Endow- ment Fund (Income) | .School of Dentistry Equipment | 1921 | 5,584.92 |
| Scribner (Mrs. Arthur) | . Medical School (old) Additions | 1917 | 25.00 |
| Seligman (Isaac N.), Estate of | | 1920 | 3,384.00 |
| | Bequest \$5,464.17 Van Am- | | |
| | ringe | | |
| | Memorial\$1,554.32 | | |
| | Avery Library 1,829.68 | | |
| | 3,384.00 | | |
| | Balance (Gift Acct.) . \$2,080.17 | | |
| | ` | | |
| | . Medical School (old) Additions | 1919 | 500.00 |
| | Morningside Heights Site | 1892 | 5,000.00 |
| | . Torcheres: Library | 1907 | 6,000.00 |
| bloane (M1. and M13. Win. D.) | terations and additions) | 1912 | 399,263.14 |
| Sorchan (Mrs. Victor) | . Medical School (old) Additions | 1917 | 1,000.00 |
| Stabler (Edward L.) | .Transferred to Stabler Loan Fund | | |
| St. 1. 1.0 tf. 1.0 | \$1,200.00 | 1902 | |
| Stephens (Mrs. W. B. and | | 1920 | 60.00 |
| Daughter) | .Mineral Specimens (Du Fourcq collection) | 1921 | 300.00 |
| Stetson (Francis Lynde) | Kent Hall Building | 1921 | 10,000.00 |
| | Lispenard Window: St. Paul's | | 22,000.00 |
| | Chapel | 1906 | 600.00 |

| Name | Purpose | Date | Amount |
|--|---|-----------------|------------------------|
| Stewart (Wm. Rhinelander) | .Rhinelander Window: St. Paul's | | |
| Stales (Olivia Falance | Chapel | 1906 | 600.00 |
| Stokes (Olivia Egleston Phelps) | .Toward Purchase of East Field | 1910 | 20,000.00 |
| Stokes (Olivia Egleston Phelps | | | 20,000.00 |
| | St. Paul's Chapel Construction | 1904-06 | 250,000.00 |
| | . Medical School (old) Additions Barnard Window: St. Paul's | 1917 | 1,000.00 |
| 23222 (2332 23,7111111111111111111111111111111111111 | Chapel | 1906 | 500.00 |
| Sulzberger (Dr. Nathan) | Laboratory Equipment: Have- | | |
| Sutro (Mrs. Lionel) | meyer Hall | 1918 1917 | 600.00 50.00 |
| Satio (Mis. Elonei) | . Medical School (old) Additions | 1917 | 30.00 |
| | T | | |
| | Medical School (old) Additions | 1917 | 25.00 |
| Thompson (Mary Clark) | Medical School (old) Additions | 1918 | 2,500.00 |
| | v | | |
| Van Amringe Memorial Com- | • | | |
| | Van Amringe Memorial | 1917-22 | 18,684.02 |
| Van Cortlandt (Robt. B.) | .Van Cortlandt Window: St. Paul's Chapel | 1906 | 600.00 |
| Vanderbilt (Cornelius, Wil- | Спарег | 1900 | 600.00 |
| liam K., Frederick W. and | | | |
| George W.) | Vanderbilt Clinic: Building and | 4005 | 270 000 00 |
| Vanderbilt Clinic | Equipment | 1895 1920 | 350,000.00 7,500.00 |
| | Morningside Heights Site | 1892 | 100,000.00 |
| | .Toward Purchase of East Field | 1910-14 | 250,000.00 |
| | . Columbia Stadium Site | Various | 1,900.15 |
| | South Field | 1903-05 1918 | 54,707.00 95.49 |
| | Morningside Heights Site | 1901 | 50,000.00 |
| | *** | | |
| | W | | |
| ** | Medical School (old) Additions | 1918 | 1,000.00 |
| | Medical School (old) Additions Medical School (old) Additions | 1918 1918 | 1,000.00 2,500.00 |
| | Medical School (old) Additions | 1918 | 1,000.00 |
| | School of Business Building | 1918 | 1,116.28 |
| | Bequest \$1,000.00 | | |
| | Interest | | |
| | \$1,116.28 | | |

\$15,411,925.46

GIFTS AND BEQUESTS RECEIVED DURING 1926-1927

A. (

| GIFTS TO CAPITAL: | | |
|--|-------------------------------------|---------------------|
| 1. General Endowment: | | |
| Alumni Fund Committee: For the general purposes of the University For the Permanent Alumni Fund Anonymous for the President's Special Gift account Estate of Annie P. Burgess for the Burgess (Annie P.) | \$25,000.00 8,000.00 2,500.00 | |
| Fund | 5,977.21 | |
| University | 500,000.00 | |
| (John Stewart) Endowment Fund | 4,500.00 | |
| Estate of Mary B. Pell for the Pell (Mary B.) Legacy Estate of Robert B. Van Cortlandt for the Van Cort- | 8,000.00 | |
| landt (Robert B.) Fund | 128.01 | |
| account | 5,000.00 | |
| account | 200.00 | \$559,305.22 |
| | | \$557,505.22 |
| 2. Special Endowments: | | |
| Alumni Fund Committee for the Student Loan Fund | | |
| Anonymous for the Gies (William J.) Fellowship Fund | 25.00 | |
| Anonymous for the principal of the Hartley (Frank) Scholarship Fund | 575.00 | |
| Antonacchio (Felix) for the Casa Italiana Endowment | 373.00 | |
| Fund | 9.00 | |
| Fund | 10.00 | |
| Class of 1921, Mines, for the Wendell Medal Fund | 50.00 | |
| Classmates of Richard H. Fox for the Fox (Richard H.) | | |
| Prize Fund | 148.39 | |
| Clyde (Mrs. Ethel) for the Clyde Loan Fund | 717.00 | |
| Curtis (Carlton C.) for the Curtis (Carlton C.) Fund Ellis (George Adams) for the establishment of a Ver- | 187.65 | |
| mont Scholarship at the Law School Estate of Glover C. Beckwith-Ewell for the Ewell | 6,391.00 | |
| (Ella Marie) Medal Fund | 1,000.00 | |
| Fund | 25,000.00 | |
| Estate of Anna A. Johnston for the Johnston (Edward W. S.) Fund | 2,000.00 | |
| Estate of Annie C. Kane for the Schermerhorn (Wil- | | |
| liam C.) Fund | 300,000.00 | |
| (Louis K.) Scholarship Fund Estate of Cora M. Perkins for the Castner (Hamilton | 27,450.00 | |
| Young) Fund | 6.00 | |
| Estate of Norton Perkins for the Perkins (Edward H. | | |
| Jr.) Scholarship Fund | 15,000.00 | |
| Carried Forward | | \$559,305.22 |

| Brought Forward | | \$559,305.22 |
|--|-----------------|----------------|
| Estate of S. Whitney Phoenix for the Phoenix (S. | | |
| Whitney) Legacy Estate of Richmond E. Slade for the Class of 87 Mines | 27,000.00 | |
| Student Loan Fund | 500.00 | |
| Friends and Classmates of August O. Eimer of the Class of 1906 for the Eimer (August O.) Medal Fund | 1,000.00 | |
| Fox (Mr. and Mrs. Leon) for the Fox (Richard H.) | 1,000.00 | |
| Memorial Fund | 400.00 | |
| Gies (William J.) Fellowship Fund Committee for the | 5,001.00 | |
| Goldsmith (James A.) for the Gustav Gottheil Lecture- | 100.00 | |
| ship FundGraham (Benjamin) for the Graham (Benjamin) Loan | 100.00 | |
| Fund | 2,500.00 | |
| Harvard University for the Gies (William J.) Fellow- ship Fund | 250.00 | 100 |
| Haughton Memorial Committee to establish the | r 000 00 | |
| Haughton (Percy D.) Memorial Fund | 5,000.00 | |
| Jr.) Scholarship Fund | 250.00 | |
| Huber (Frederick W.) for the Huber (Frederick W.) Loan Fund | 100.00 | |
| Michaelis (Mrs. Jeannette) for the Michaelis (Dr. | 4 000 00 | |
| Alfred Moritz) Prize Fund | 1,000.00 | |
| Scholarship Fund | 2,000.00 | |
| Pelton (Mrs. Honoro Gibson) to establish the Gibson (Wilham Henry) Scholarship Fund | 10,000.00 | |
| Perera (Mr. and Mrs. Lionello) for the Casa Italiana | 5 000 00 | |
| Endowment Fund | 5,000.00 | |
| dowment Fund | 25.00 | |
| Walter (William I. and Florence B.) for the Gustav Gottheil Lectureship Fund | 1,000.00 | |
| • | | \$639,700.04 |
| 3. Buildings and Grounds: | | |
| Anonymous for construction and equipment of a new | | |
| boat houseArnold (Mrs. Hicks)—Oil painting "The Smithy", and | | |
| a plaque and two vases of Italian pottery. | | |
| Brown (Mrs. Thomas Ellis)—Collection of minerals | | |
| for use in the School of Mines. Brown Instrument Company of Philadelphia—Pyro- | | |
| metric apparatus for use in the Department of | 251.00 | |
| Physics Burnham Boiler Company—Boiler for use in the | 254.00 | |
| Department of Engineering | 500.00 | |
| Carnegie Corporation for new Medical School build- ings | | |
| Clark (J. William) for the School of Dental and Oral | | |
| Surgery Building Fund | 10,000.00 | |
| the Varsity Crew in memory of John H. Prentice | 1,500.00 | |
| Carried Forward | | \$1,199,005.26 |
| | | |

Brought Forward..... \$1,199,005.26 Draper (Mrs. William K.)-Library collected by her husband and his father, graduates of the Classes of 1888 and 1855 respectively for the use of the Medi-Epsilon Psi Epsilon Fraternity-Apparatus for use in the Optical Laboratories of the Department of Physics. Estate of Dr. Julius Rosenstirn-Four needles containing radium for use in the Crocker Research Labora-General Optical Company-Apparatus for use in the Optical Laboratories of the Department of Physics. Gottheil (Blanche)-Collection of books belonging to her father, the late Dr. William S. Gottheil, for the use of the Department of Dermatology. Gualino (Riccardo) of Torino, Italy-Artistic, privately printed catalogue of his unique collection of paintings for the Casa Italiana. Hamilton Manufacturing Company-Apparatus for use in the Optical Laboratories of the Department of Physics. Hazard (Mrs. Frederick R.)-Copy of the Fanny Kemble Journal with notes in Fanny Kemble's own handwriting together with a number of letters written by her and a bodice which she wore in playing the part of Juliet. Hinman (Mrs. Bertrand C.)-Collection of scientific books belonging to her late husband, a member of the Class of 1890, School of Mines. Kemp (James Taylor)-Scientific library belonging to his father, the late Professor James Furman Kemp, for use in the Department of Geology and Mineralogy. New Jersey Zinc Company-Collection of minerals and ores for use in the Department of Geology and 500.00 Optometrical Club of Brooklyn-Apparatus for use

Physics. Optometrical Society-Apparatus for use in the Optical Laboratories of the Department of Physics.

in the Optical Laboratories of the Department of

Optometrical Society-Equipment of eye-examining room for the new courses in optometry.

Sekido (Yoshida)-Panel for the Men's Faculty Club. Stokes (I. N. Phelps)-Two stoles, two burses and

veils for the communion service in the Chapel. Vanderbilt (Frederick W.) for the construction and

Vanderbilt (Harold S.) for the construction and equip-

Vestry of Trinity Church-Documents pertaining to the University which were found in the office of the Church.

\$1,199,005,26

| Brought Forward | | \$1,199,005.26 |
|---|----------------------|----------------------|
| Williams (Stephen G.)—Clock and ornaments of Barbedienne bronze with marble bases for the Social Hall of John Jay Hall. | | \$621,033.2 4 |
| B. GIFTS TO INCOME | | |
| Specific Purposes: | | |
| * * * | | |
| Adler (Albert) for the purchase of German books for the Library | 20.00 | |
| Adler (S. W.) for the Medical School | 1,500.00 | |
| Alpha Kappa Psi Fraternity for the Alpha Kappa Psi | 1,000.00 | |
| Prize | 25.00 | |
| Alumni Association of Columbia College for traveling | | |
| expenses for the Assistant to the Dean of Columbia College | 400.00 | * |
| Alumni of the College of Physicians and Surgeons to- | 100.00 | |
| ward the purchase of the library of the late Dr. | | |
| George S. Huntington | 3,479.00 | |
| Alumni Fund Committee: For the 1917 Needy Student Fund | 200.00 | |
| For the College of Physicians and Surgeons | 86.00 | |
| From Dr. Acton Griscom for the Joan of Arc Library | 20.00 | |
| Anonymous for the Auditing Fund, School of Business | 100.00 | |
| Anonymous for prizes in the School of Business and | 100.00 | |
| University Extension | 100.00 | |
| Anonymous for the purchase of books as a memorial to | 1,500.00 | |
| Mr. Philip Stander | 127.75 | |
| Anonymous for a Special Scholarship | 400.00 | |
| Anonymous for the Special Tuberculosis Fund Anonymous for Research in Brazilian History | 5,000.00 4,000.00 | |
| Beckwith (Martha W.) for research in Anthropology. | 200.00 | |
| Borden Company (The) for the Borden Research Fund | 18,000.00 | |
| Boschwitz (Carl) for the purchase of German books | | |
| for the Library | 20.00 | |
| Bush (Professor Wendell T.) for the Butler Library Campbell (Professor William) to cover the cost of | 111.62 | |
| shelving in the Egleston Library, School of Mines | 70.54 | |
| Carnegie Corporation for scholarships in the Arts | 5,600.00 | |
| Carnegie Corporation for the training of school librari- | E 000 00 | |
| ans during the Summer Session 1927 | 5,000.00 | |
| mental appropriation | 500.00 | |
| Carnegie Corporation for the School of Library Service | 25,000.00 | |
| Chaloner (John Armstrong) for the Chandler Histori- | 400.00 | |
| cal Prize | 600.00 | |
| Chamberlain (Joseph P.) for the Legislative Drafting Research Fund | 4,000.00 | |
| Class of 1921, Mines, for the income of the Wendell | 2,000 | |
| Medal Fund | 13.00 | |
| Cochran (Alexander Smith) for research and publica- | 5 000 00 | |
| tion in the Department of Indo-Iranian Languages Columbia Optometric Association for the purchase of | 5,000.00 | |
| books on Optometry for the Library | 54.53 | |
| | | \$1,820,038.5 |
| Carried Forward | | \$1,020,038.3 |

Brought Forward......\$1,820,038.50

| Columbia University Club for the Columbia Univer- | | |
|--|-----------|----------------|
| sity Club Scholarship | 4,200.00 | |
| helmina Professorship | 3,000.00 | |
| Commonwealth Fund for tuition of Commonwealth | | |
| Fund Fellows | 314.00 | |
| Commonwealth Fund for Educational Research | 3,000.00 | |
| Commonwealth Fund for the Psychiatric Commonwealth Clinic Fund | 15,000.00 | |
| Copper and Brass Research Association for the Copper | | |
| and Brass Research Fund | 6,000.00 | |
| Corbett (M. J.) for the Rosenthal Fund for Medical | | |
| Research | 100.00 | |
| Coss (Prof. John J.) for the Department of Philosophy | 500.00 | |
| salaries | 500.00 | |
| ment of Romance Languages | 100.00 | |
| Crane (C. H.) in support of the work of the Depart- | 100.00 | |
| ment of Diseases of Children at the Babies Hospital | 1,000.00 | |
| Dressler (Oscar) for the purchase of German books for | 1,000.00 | |
| the Library | 100.00 | |
| Dunn (Gano) for the Dunn (Gano) Scholarship | 350.00 | |
| Du Pont (E. I.) de Nemours & Company for the Du- | | |
| Pont Fellowship in Chemistry | 750.00 | |
| Du Pont (General T. Coleman) for the Special Tuber- | | |
| culosis Fund | 5,000.00 | |
| Durloch (Mrs. Theresa) for Research in Anthropology | 300.00 | |
| Estate of Glover C. Beckwith-Ewell for the income of | | |
| the Ewell (Ella Marie) Medal Fund | 7.78 | |
| Estate of Norton Perkins for the income of the Perkins | | |
| (Edward H. Jr.) Scholarship Fund | 75.00 | |
| Faulkner (Mrs. Edward D.) for the Department of | × 000 00 | |
| Surgery | 5,000.00 | |
| Georgian Manganese Company for use of laboratories | 6,000.00 | |
| for testing of manganese ore | 550.00 | |
| Gerig (Mrs. John L.) for the Romanic Review | 100.00 | |
| Grace (Miss Lulu) for research work in the DeLamar | 100.00 | |
| Institute of Public Health | 2,000.00 | |
| Griscom (Acton) for Library books and serials | 90.00 | |
| Griscom (Mrs. C. A.) for the purchase of books for the | | |
| Library | 172.50 | |
| Hartley Corporation for the Hartley (Marcellus) | | |
| Laboratory | 2,600.00 | |
| Heide (Henry) for the purchase of German books for | | |
| the Library | 100.00 | |
| Hirsch (Angelo) for the purchase of German books for | | |
| the Library | 500,00 | |
| Hughes (Charles Evans) to be added to the income of | 4 200 00 | |
| the Blumenthal Endowment Fund | 1,200.00 | |
| Kahn (O. H.) for the purchase of German books for the Library. | 100.00 | |
| LAUIGI J | 100.00 | |
| | | |
| Carried Forward | | \$1,820,038.50 |
| | | |
| | | 1 |

| Brought Forward | | \$1,820,038.50 |
|--|----------|----------------|
| Lamont (Thomas W.) for Lectures in International | | |
| Law—Summer Session | 500.00 | |
| Lamont (Thomas W.) for the Romanic Review | 100.00 | |
| Lamprecht (Theodore H.) for the purchase of German | | |
| books for the Library | 100.00 | |
| Lee (Mrs. Frederic S.) for photographs for the Depart- | | |
| ment of Romance Languages | 150.00 | |
| Lee (Mrs. Frederic S.) for the Romanic Review | 100.00 | |
| Legation of Poland for lectures on Polish history and | | |
| literature | 300.00 | |
| Lehn & Fink, Inc., for a Research Fellowship in | | |
| Organic Chemistry | 400.00 | |
| Levinger (Mrs. Alfred) for the purchase of German | | |
| books for the Library | 100.00 | |
| Lilly (Eli) and Company for Research work in Path- | | No. |
| ology (Pernicious Anemia Fund) | 3,000.00 | |
| Loeb (James) for the Library | 175.00 | |
| Love (Robert A.) for the maintenance of the calculat- | | |
| ing machines in the School of Business | 50.00 | |
| Low (William G.) for the purchase of books for the | | |
| Library | 250.00 | |
| Matthews (Professor Brander) for the Dramatic | | |
| Museum | 62.39 | |
| Miller (Spencer Jr.) for the Osborne (Thomas Mott) | | |
| Memorial Fund | 50.00 | |
| Montgomery (Professor Robert H.) for the School of | | |
| Business | 2,000.00 | |
| Montgomery (Professor Robert H.) for Social Science | | |
| Research | 3,000.00 | |
| Montgomery (Professor Robert H.) for the purchase | | |
| of books for the Montgomery Library | 2,275.00 | |
| Montgomery (Professor Robert H.) for the expenses of | | |
| a delegate from Columbia University to the Inter- | | |
| national Accountants Congress at Amsterdam | 2,000.00 | |
| Morgenthau (Henry) for the purchase of German | | |
| books for the Library | 25.00 | |
| Morris (Newbold) for the Law School Library | 2,000.00 | |
| Motion Picture Producers and Distributors of America | | |
| for research in Psychology | 4,500.00 | |
| Mudd (Dr. Seely G.) for the Institute of Cancer Re- | | |
| search | 1,000.00 | |
| Muller (Professor Henri F.) for the Romanic Review | 160.00 | |
| Music (The) Fund for research in Anthropology | 300.00 | |
| New York Historical Society for the New York His- | | |
| torical Society Scholarship | 300.00 | |
| Nixon (Dr. H. K.) to establish an Advertising Re- | | |
| search Laboratory in the School of Business | 150.00 | |
| Owen (Rev. George W.) for the Institute of Cancer | | |
| Research | 500.00 | |
| Parsons (Dr. Elsie Clews) for research in Anthropology | 2,150.00 | |
| Pavenstedt (A. J.) for Library books and serials | 50.00 | |
| Peabody (George Foster) for research in Anthropology | 200.00 | |
| Peierls (Siegfried) for the purchase of German books | | |
| for the Library | 100.00 | |
| | | |
| Carried Forward | | \$1,820,038.50 |
| | | |

| Brought Forward | | \$1,820,038.50 |
|---|------------------|----------------|
| Reussner (Ella) for the purchase of German books for the Library | 100.00 | |
| work in legal education | 20,000.00 | |
| in the Social Sciences | 73,750.00 | |
| Research in France. Rockefeller (John D. Jr.) for secretarial and other assistance for preparing for publication a report of the treatment of war neurosis, Department of Psy- | 21,500.00 | |
| chiatry | 2,500.00 | |
| Research | 2,500.00 | |
| the Department of Chemistry | 5,000.00 | |
| School of Journalism | 600.00 | |
| partment of Anthropology | 1,150.00 | |
| and Political Ethics Professorship Fund | 636.48 | |
| for the Library | 25.00 | |
| Hospital | 500.00 | |
| the Library | 25.00 | |
| Negro Migration | 5,400.00 | |
| Fund Society Sperantza for the Rumanian House Fund | 10.00 35.00 | |
| Spencer (Mrs. Mary F.) for the purchase of German books for the Library | 100.00 | |
| Stiefel (Carl F.) for the purchase of German books for the Library | 100.00 | |
| Stohn (Emil) for the purchase of German books for the Library | 100.00 | |
| Stroock Scholarship | 250.00 | |
| Entertainment Fund | 1,296.40 | |
| Orchestra Fund | 500.00 | |
| Macy Gift for Social Science | 457.29 300.00 | |
| Trei Colorul si Ind. Romana for the Rumanian House Fund | 10.00 | |
| Trutian (Joun) for the Rumanian House Fund U. S. Armonia-Strenul Liber for the Rumanian House | 10.00 | |
| Fund | 15.00 | |
| Carried Forward | | \$1,820,038.50 |

| Brought Forward | | \$1,820,038.50 |
|--|----------|----------------|
| Warburg (Felix M.) for research in Anthropology | 100.00 | |
| Wawepex Society for the John D. Jones Scholarship Wilcox (Dr. H. B.) for Pathological Assistance in the | 200.00 | |
| Department of Diseases of Children | 200.00 | |
| (College) | 800.00 | |
| for the Library | 25.00 | |
| for the Library | 100.00 | |
| Bacteriology | 2,500.00 | \$306,179.28 |
| | | \$2,126,217.78 |
| | | |

Frederick A. Goetze,

Treasurer.

NEW YORK, June 30, 1927

FINANCIAL REPORT OF BARNARD COLLEGE 1926–1927



BARNARD COLLEGE—BALANCE SHEET—JUNE 30, 1927

| | | \$4,147,190.12 | 3,708,627.46 | 44,621.64 | \$7,900,439.22 |
|-------------|--|--|---|---|---|
| | \$2,338,873.61 1,259,208.07 422,310.94 | \$1,165,000.00 1,361,844.54 126,403.74 843,399.27 | \$3,496,647.55 211,979.91 \$17,121.91 | 12,499.73 | |
| LIABILITIES | stricted as to edas to income tt to Annuity Agree- | d | l in Plant, per esignated Pur- | 1 | |
| - | ndowment and Special Funds: Brdowment Funds, unrestricted as to income | ant Funds: College Grounds Fund | contra invested in Plant, per Contra | Student Room Deposits Summer Session Barnard Summer School for Women Workers in In- dustry | |
| | Endowment and Special Funds: Endowment Funds, unrestri income Endowment Funds, restricted Endowment Funds, subject Agreement Special Fund, subject to Ann ment | Plant Funds: College Grounds Fund College Buildings Fund College Equipment Fun Funds Invested in New | Current Funds, etc., invested in Plant, per Current Liabilities: Unexpended Moneys for Designated Pur- poses | Student Ra Summer S Barnard Sun Women V dustry | |
| | (00,636.29 46,553.83 \$4,147,190.12 | 3,708,627.46 | | 37,166.14 | 7,455.50 |
| | 4,100,636.29 | 2,348,774,65 2,348,774,65 2,04,852.81 3 | 25,137.23 | 4,361.00 | : . |
| ASSETS | Assets: \$ \$ | | \$4,232.91 2,500.00 864.00 71.00 | \$429.21 | 204,524.41 |
| | ndowment and Special Fund Assets: Investment Securities | Grounds | Corn Exchange Bank | for Designated Purposes nuetheres—Food and Lunchroom Supplies nexpired Insurance, reent Funds, etc., invested in Plant, per Contra si: Surplus \$104,626.59 let Income Hewith Hall in | |
| | Endowment and Special Fund Assets: Investment Securities | Grounds Buildings Current Assets and Deferred Charges: Cash: New York Trust Company \$9.38 | Accounts Receivable: College Entrance Examination Board Students Loan Committee Undergraduate Association Unpaid Fees | Coreacypeneed Moneys for Designated Purposes Inventories—Food and Lunchroom Supplies Unexpired Insurance Current Funds, etc., invested in Plant, per Contra Less: Surplus \$104,626.59 Net Income He- witt Hall in | Suspense 99,897.82 Deficiency in Current Assets |
| | | | | | |

BARNARD COLLEGE—INCOME AND EXPENSE ACCOUNT—GENERAL FUNDS

FOR THE YEAR ENDING JUNE 30, 1927

| | \$684,457.15 |
|--|---------------------|
| \$\$65,145.59 Educational Administration and Instruction \$368,871.68 163,091.37 Buildings and Grounds Maintenance 271,376.23 3,850.00 Business Administration | Total Expenses |
| \$565.145.59 Educa 163.901.37 Buildi 3.850.00 Libran 12,661.11 Annui Loss o | Tot. Balann Mai |
| From Students: Fees From Students: Fees From Endowments From Receipts for Designated Purposes From Miscellaneous Sources | |

BARNARD COLLEGE

PRINCIPAL OF SPECIAL FUNDS, JUNE 30, 1927

A. For General Endowment

| ANDERSON (MRS. ELIZABETH MILBANK) FUND: Legacy from the estate of Mrs. E. M. Anderson. Established 1922 | 9.0. 400 44 |
|--|----------------------------|
| | \$40,533.55 |
| CARPENTER (HENRIETTA) FUND: Gift of General H. W. Carpentier, in memory of his mother, toward the Endowment Fund of Barnard College. The income of the fund is to be used for the payment of an annuity. Established 1898, 1900, 1911, 1913, 1914, and 1915 | 422,310.94 |
| CARPENTIER (H. W.) ENDOWMENT FUND: Legacy from the estate of General H. W. Carpentier. Established 1919 | 1,354,493.84 |
| CHOATE (MRS. JOSEPH H.) ENDOWMENT FUND: Gift of Mrs. Joseph H. Choate for endowment. Established 1918 | 38,201.00 |
| FISKE FOUNDERSHIP FUND: Gift of the late Mrs. Martha T. Fiske-Collord, in memory of Mr. Josiah M. Fiske. The income of the fund to be applied to the running expenses of the College | 5,323.80 |
| FISKE HALL FUND: Legacy from the late Mrs. Martha T. Fiske-Collord, the income of which is to be applied to the care, maintenance, and improvement of Fiske Hall. Established 1910 | 491,674.70 |
| GEER FUND: A memorial to Helen Hartley Jenkins Geer made by the Class of 1915. Established 1920 | 5,391.62 |
| GENERAL ENDOWMENT FUND: | 490,286.12 |
| GIBBES FUND: Legacy of the late Emily O. Gibbes. The income of the fund is paid for life to Edwina M. Post. Established 1908 | 126,797.50 |
| HARRIMAN FUND: Gift of Mrs. E. H. Harriman to establish a fund, the income therefrom to be used for physical education and development, or to meet the deficit in running expenses. Established 1914 | 104,966.00 |
| HERRMAN FOUNDERSHIP FUND: Gift of the late Mrs. Esther Herrman. The income of the fund is to be applied to the general needs of the College | 4 , 928 .6 0 |
| MUNN (ANNE ELDER) MEMORIAL FUND: Gift of Mrs. I. Sheldon Tilney in memory of her mother. The income is to be used at the discretion of the Trustees. Established 1918. | 7,346.15 |
| ROCKEFELLER (JOHN D.) ENDOWMENT FUND: Gift of Mr. John D. Rockefeller toward the permanent endowment of Barnard College. Established 1901 | 238,157.58 |
| SANDERS (ELEANOR BUTLER) FOUNDERSHIP FUND: Legacy from the estate of the late Mrs. Henry M. Sanders. The income of the fund is used for the current needs of the College. Established | |
| 1908 | 4.877.42 |

| SMITH (ANNA E.) FUND: Legacy from the estate of Anna E. Smith. Established 1916 | 10,048.00 |
|--|----------------|
| STRAIGHT FUND: Gift of Mrs. Willard Straight. Established 1920 | 20,743.10 |
| TILLOTSON (EMMA A.) ENDOWMENT FUND: Legacy from the estate of Emma A. Tillotson. Established 1910 | 3,799.13 |
| WOERISHOFFER FUND: Gift of Mrs. Charles Woerishoffer for endowment. Established 1913, | |
| 1917 | 9,777.70 |
| \$ | \$3,379,656.75 |
| B. For Designated Purposes | |
| ADAIR (WILLIAM R. AND MARTHA S.) FUND: Legacy from the estate of Miss Helen Adair, to establish a fund in memory of her father and mother. The annual income of the fund is to be used for the purchase of books for the library. Established 1924 | \$997.50 |
| ADAMS (EDWARD DEAN) FUND: Gift of Mr. Edward Dean Adams. The income is to be used to encourage the study of the German language and literature. Established 1925 | 4,687.50 |
| ALDRICH (MARY GERTRUDE EDSON) SCHOLARSHIP FUND: Gift of Mrs. James Herman Aldrich. Established 1916 | 1,004.80 |
| ALUMNAE SCHOLARSHIP FUND: Gift of the Class of 1912 the income of which is to be used for scholarships. Established 1923 | 1,410.63 |
| BALDWIN (JANE) MEMORIAL FUND: Gift of friends of the late Jane Baldwin, daughter of Professor Charles Sears Baldwin of Barnard College. The annual income of this fund is to be used for the purchase of books for the library in the field of medieval literature, these books to be inscribed as having been bought from this fund. Established 1924 | 624.36 |
| BARNARD (ANNA E.) SCHOLARSHIP FUND: Gift of Miss Emily H. Bourne in honor of the late Mrs. John G. Barnard, for a scholarship to be awarded annually at the discretion of the founder in conference with the representatives of the College. Estab- lished 1899 | 3,078.72 |
| BARNARD SCHOOL SCHOLARSHIP FUND: Gift of the Alumnae of the Barnard School for girls. Established 1916 | 4,019.20 |
| BOGERT (ANNA SHIPPEN YOUNG) SCHOLARSHIP FUND: Legacy from the estate of Mrs. Annie P. Burgess. The annual income is to defray the tuition and expenses of a worthy pupil who is unable to pay her own expenses. Established | 4,739.64 |
| BOGERT (CHARLES E.) SCHOLARSHIP FUND: Legacy from the estate of Mrs. Annie P. Burgess. The annual income is to defray the tuition and expenses of a worthy pupil who is unable to pay her own expenses. Established 1913 | 3,607.19 |
| BREARLEY SCHOOL SCHOLARSHIP FUND: Gift of pupils of the Brearley School for a scholarship to be awarded annually to a student who deserves assistance. Established 1899. | 3,000.00 |

the fund is to be applied to the tuition of a student. Established 1907

3,055.00

| HEALTH FUND: Gift from an anonymous donor to promote the physical health of the students and officers of the College. Established 1917 | 5,021.49 |
|--|------------|
| HERRMAN BOTANICAL PRIZE FUND: Gift of the late Mrs. Esther Herrman, for a prize to be awarded annually to the most proficient student in Botany | 1,091.95 |
| HERTZOG (EMMA) SCHOLARSHIP FUND: Gift to establish a scholarship in memory of Miss Emma Hertzog, who for a long period of years was prominently identified with the intellectual life of Yonkers. The income is awarded annually to a graduate of the Yonkers High School. Established 1904 | 3,000.00 |
| JOLINE (MARY E. LARKIN) MUSIC FUND: Legacy from the estate of Mrs. Mary E. Larkin Joline. The income of the fund is to be used for the maintenance and preservation of the musical instruments given to Barnard College by Mrs. Joline, and to establish a scholarship for a student of music. Established | 10,000.00 |
| JOLINE (MARY E. LARKIN) PROFESSORSHIP FUND: Legacy from the estate of Mrs. Mary E. Larkin Joline. The income of the fund is to be used for the maintenance of a professorship of music and the musical arts. Established 1927 | 100.000.00 |
| KAUFMANN (JESSIE) SCHOLARSHIP FUND: Gift of Mr. Julius Kaufmann to establish a scholarship in memory of his daughter, Jessie Kaufmann. The annual income of the fund is awarded on the merits of the entrance examinations to a student who, after careful investigation, is found to have no relative able to assist her financially. Established 1902 | \$4,013.75 |
| KINNICUTT (ELEONORA) SCHOLARSHIP FUND: Gift of friends of the late Mrs. Francis P. Kinnicutt, a trustee of the College, to establish a scholarship. The income is awarded to a student who needs assistance. Established 1911 | 4,950.00 |
| KOHN MATHEMATICAL PRIZE FUND: Gift of Mrs. S. H. Kohn for a prize to be awarded annually to a senior for excellence in Mathematics | 1,062,08 |
| LARNED (AUGUSTA) SCHOLARSHIP FUND: A legacy from the estate of Augusta Larned for a scholarship, the income of which is to be awarded by the Faculty Committee on Scholarships | |
| to a student in good standing who is in need of aid. Established 1924 McLEAN (MRS. DONALD) SCHOLARSHIP FUND: Gift of the New York Chapter of the Daughters of the American Revolution. The income of the fund is awarded in conference with a representative of the Chapter to a deserving student who agrees to pursue the study of history (chiefly that of the United States) continuously throughout her college course. Established 1906 | 2,739.23 |
| MOIR (WILLIAM) SCHOLARSHIP FUND: Legacy from the estate of Mrs. Emily H. Moir in memory of her husband. Established 1912 | 9,316.25 |
| MURRAY (CAROLINE CHURCH) FUND: Gift of Mr. George Welwood Murray in memory of his wife, Caroline Church Murray. The income of this fund is to be used in aid of | |
| needy and deserving students. Established 1918 | 5,000.00 |

| BARNARD COLLEGE | 157 |
|--|----------------------|
| OGILVIE (CLINTON) MEMORIAL FUND: Gift of Mrs. Clinton Ogilvie. The income of this fund is to be applied to the salaries of assistants in the Department of Geology. Established 1914 | 6 60 |
| lished 1914 POPE (MARY BARSTOW) SCHOLARSHIP FUND: Gift in memory of Miss Mary Barstow Pope, sometime teacher in Miss Chapin's School, by her friends, her fellow teachers, and her pupils. Established 1913 | 3,849.40 |
| PRINCE (HELEN) MEMORIAL PRIZE FUND: Gift of Mr. Julius Prince, in memory of his daughter, Helen C. Prince, Class of 1922, to establish a prize to be awarded each year to the undergraduate student who submits the best piece of creative Eng- | |
| lish composition. Established 1922 PULITZER (LUCILLE) SCHOLARSHIP FUND: Gift of the late Mr. Joseph Pulitzer in memory of his daughter, Lucille Pulitzer. The income of the fund is to be used for scholarships. Established 1899 and 1903, 1915 and 1916 | 1,212.63 |
| REED (CAROLINE GALLUP) PRIZE FUND: Gift of Mrs. William Barclay Parsons. Established 1916 | 1,004.80 |
| SANDERS (HENRY M.) FUND: Legacy from the estate of Rev. Henry M. Sanders to establish a scholarship to be known as and called the Eleanor Butler Sanders Scholarship. Established 1922 | 10,000.00 |
| SCHOLARSHIP FUND: Gift of friends of Barnard College. The income of the fund is applied toward helping deserving students through college. Established 1901 | |
| SHAW FUND: A memorial to Anna Howard Shaw. The income is applied towards the expenses of the Department of Government. Established 1920. | 9,698.75 6,626.12 |
| SMITH (EMILY JAMES) SCHOLARSHIP FUND: Gift of Miss Emily H. Bourne in honor of Miss Smith, Dean of Barnard College. The income of the fund is awarded in conference with the | |
| founder. Established 1899 | 2,894.89 |
| SPERANZA (CARLO L.) PRIZE FUND: Gift from an anonymous donor for the founding of a prize in memory of Professor Carlo Leonardo Speranza, to be awarded annually to a student in Barnard College for excellence in Italian. Established | 4,685.19 |
| TALCOTT (JAMES) FUND: Gift of Mr. James Talcott, to found a professorship for Religious Instruction. Established 1915 | 99,563.05 |
| TATLOCK PRIZE FUND: Gifts in memory of Jean Willard Tatlock, Class of 1895, by her friends, to found a prize to be awarded annually to the undergraduate student | |
| most proficient in Latin. Established 1917 | 3,721.84 |

| VELTIN SCHOOL SCHOLARSHIP FUND: Gift of the Alumnae of Mile. Veltin's School. Established 1905 | 2,739.23 |
|--|---|
| VON WAHL PRIZE FUND: Gift from the friends of Constance Von Wahl, 1912, to found a prize to be awarded annually to a senior who has rendered the highest type of service to the College. Established 1915 | 1,222.81 |
| WEED (ELLA) SCHOLARSHIP FUND: Gift of the pupils of Miss Anne Browne's School, in memory of Miss Ella Weed, who was Chairman of the Academic Committee of the Board of Trustees of Barnard College during the first five years of its existence. Established 1897 | 3,351.72 |
| WHITMAN MEMORIAL FUND: Gift of Mr. Malcolm Whitman, in memory of his wife, Janet McCook Whitman, a former student and graduate of Barnard College. The income of the fund is to be used towards the support of a Chair of Philosophy. Established 1920 | 5,515.69 |
| | \$767,533.37 |
| | *1*11333.31 |
| C. For Construction and Equipment of Buildings | |
| BURGESS (ANNIE P.) FUND: Legacy from the estate of Mrs. Annie P. Burgess. The principal of this | |
| fund was invested in Hewitt Hall 1924-1925. Established 1913. | |
| GIBBES FUND: Legacy of the late Emily O. Gibbes. The principal of this fund was invested in Hewitt Hall 1924–1925. Established 1908 | 223,193.44 |
| KENNEDY (JOHN STEWART) FUND: Legacy from the estate of the late John Stewart Kennedy. The principal of this fund was invested in Hewitt Hall 1924-1925. Established 1910 | 47,683.24 |
| SAGE (RUSSELL) MEMORIAL FUND: | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, |
| Legacy from the estate of Margaret Olivia Sage. The principal of this fund was invested in Hewitt Hall 1924–1925. Established 1920. | 506,158.95 |
| · | \$843.399.27 |
| TAX VALUATION OF BARNARD COLLEGE PROPERTY FOR THE YEAR 1926-1927 | , |
| Lot No. 1, Block No. 1992, 119th-12oth Sts. and Claremont Ave. and B'way | |
| 1926 Land | 1927 \$475,000.00 |
| Building | 275,000.00 |
| Total | \$750,000.00 |
| Lot No. 1, Block No. 1989, 116th-119th Sts. and Claremont Ave. and B'way Land | |
| Total | 2,600,000.00 |
| Lot No. 27, Block 1989 | |
| Land (Garden) | \$600,000,00 |
| as furnished by Department of Taxes and Assessments June 3, 1927. | \$000,000.00 |

FINANCIAL REPORT OF TEACHERS COLLEGE 1926–1927

.86

.00

TEACHERS COLLEGE, FINANCIAL STATEMENT, 1926-1927

We have audited the accounts and records of TEACHERS COLLEGE for the year ended June 30, 1927, and we hereby certify that, in our opinion, subject to the comments contained herein the following Statement of Funds is drawn up so as to show the true financial condition of the College at June 30, 1927.

LESLIE, BANKS & CO., Accountants

STATEMENT OF FUNDS AT JUNE 30, 1927

FUNDS:

| 42, 850, 04 18, 048, 12 80, 330, 33 80, 934, 96 889, 53 | \$5,816,600. | 69,794.97 50,023.55 26,262.03 | 23,044.50 92,657.12 | 361,782. | \$6,278,383. |
|--|------------------|---|-------------------------------------|------------------------------|--------------|
| NCOME PRODUCING FUNDS: \$3.742.859.04 Restricted to Special Purposes Applicable to Liquidation of Mortgages on Dormitories Applicable to Liquidation of Mortgages on Dormitories Applicable to Liquidation of Mortgages on Dormitories Applicable to Ball of Packelers Retirement 80.934.96 Profit on Sale of Stocks and Bonds 1926–1927 | 4,470.90 | HG. | | | |
| | | For Designated Purposes For Sudent Loans Surplus Income in Punds restricted to Special Purposes For Tachers College Commons Equipment | | | |
| Applicable to General Purposes Restricted to Special Purposes Applicable to Liquidation of Mortgages on Dormitories Applicable to Teachers Retirement Appropriated from Surplus of Dormitories 1926–1927 Profit on Sale of Stocks and Bonds 1926–1927 | | For Designated Purposes For Student Loans Surplus Income in Funds restricted to Special Purposes For Teachers College Commons Bouinment | Bureau of Publications Reserve Pund | III. Special Investment Fund | TOTAL FUNDS |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | s. |
| | | | | : | ΩN |
| | | | | | FU |
| | | | | | Į. |
| | | | | | TA |
| | | | | : | TC |
| | | | | | |
| | | | | • | |
| | | | | | |
| orie | | ose | | | |
| | | ur. | | ÷ | |
| Dor. 926 | | al F | | | |
| i no i no i se i se i se i se | | · · | | | |
| es c orie | | · Sp | | | |
| gag gag nt . mit | | d to | pui | | |
| fort Dorn | | Ec. | F | | |
| oses ses f M tirel of] | | stri | PLVC | : | |
| urp irpo no on on Red fus | | s re | Res | Ð | |
| Pu Pu Purp | | und CC | ns] | FÇ | |
| cial cial uid ache Sto | | urp 18 n F | atio | H | |
| of Tea | | d P | olic | ME | |
| ale to to to | 38: | nt I con | Pul | EST | |
| Applicable to General Purp Restricted to Special Purp Restricted to Special Purp Applicable to Liquidation of Applicable for Teachers' Re Appropriated from Surplus Profit on Sale of Stocks and | II. OTHER FUNDS: | sign ider In | jo | N | |
| lica lica lica lica it o | R FI | Stu Stu Stu Tea | ean | 1 | |
| App App App | HEI | Tor Jury | 3ure | SCIA | |
| | OT | ни од | | SPE | |
| ; | 11 | | | ت | |
| | | | | Ξ | |
| | | | | | |
| | | | | | |

| | \$5,816,600.86 | 100,000.00 | | | | 000000000000000000000000000000000000000 | \$0.270,303.09 |
|--|---|------------|--|--|---------------|---|--|
| \$3,854,604.10 1,967,023.68 5,026.92 | \$ 269,125,11 | | \$ 80,030.36 295,000.00 24,609.81 5,026.92 5,262.72 25.15 | \$ 409,954.96 | \$ 273,902.61 | \$ 269.125.11 | by us. on July 1, 1927. |
| ASSETS: I. Income Producting: Stocks, Bonds and Investment Loans Dormitories Less: Mortgages A72,400.00 Over-investment—Due to General Fund 1,967,023.68 5,026.92 | II. OTHER FUNDS: Due by General Endowment Fund (as per Caption IV) | | IV. GENERAL FUND: Cash Investment Loans Accounts Receivable Due from Income Prioducing Funds Due from College Buildings and Land—Funds Deterred Expense—Summer Session 1927—1928 | Deduct: Accounts Payable Frepaid Group Insurance and Diploma Fees 7.3.669.52 Due to Dormitories | : : | ACCETIC | Note: The above statement does not include the Fund nor the investment in College Property. Land and Buildings. The Investment in Bureau of Publications, represented by the Net Assets of the Bureau, has not been verified by us. The above statement does not include accrued interest on Bonds except to the extent of the Coupons maturing on July 1, 1927, |

CONDENSED STATEMENT OF INCOME AND EXPENDITURE FOR YEAR ENDED JUNE 30, 1927 INCOME

| College Earnings College Earnings Funds | | INCOME | | | |
|---|---|---|---|--|---|
| on and Instruction \$1,603,001.24 \$40,800.18 \$124,334.60 \$343,712.43 \$40,800.18 \$343,712.43 \$203,886,43 \$203,886,43 \$203,886,43 \$203,886,43 \$203,886,43 \$203,886,43 \$203,886,43 \$203,877,12 | | General Fund | Special Funds | Designated Funds | Total |
| ion and Instruction \$1,365,021.27 \$40,809.18 \$937,411.89 \$2 EXPENDITURE ion and Instruction \$1,348,757.59 \$28,959.29 \$746,937.97 \$2.299,877.12 \$3,086.67 \$5,724.48 \$205,810.91 \$4,172.72 \$4,705.98 \$1,779.993.00 \$41,727.72 \$4,095.30 \$10.778 \$2.5,228.27 \$1,779,993.00 \$41,034.40 \$504,714.99 \$2.5,228.27 \$1,725.22 \$27,303.10 \$\$\$ | lege Barnings . sstments rectional Administration and Instruction eau of Publications cellaneous Funds | \$1,603,001.24 202,020.03 | \$40,809.18 | \$124,334.60 34.910.46 543,715.43 207,886.43 26,564.97 | \$1,727,335.84 277,739.67 543,715.43 207,886.43 26,564.97 |
| EXPENDITURE State | Total Income | \$1,805,021.27 | \$40,809.18 | \$937,411.89 | \$2,783,242.34 |
| ture \$1,348,757.59 \$28,959.29 \$746,937.97 \$2,00.877.12 \$2,00.877.12 \$2,00.877.12 \$2,00.877.12 \$3,00.877.12 \$1,00.877.12 \$2,00.877.12 \$2,00.977.12 \$2,00.977.12 \$2,00.977.12 \$2,00.977.12 \$2,00.377.12 \$ | | EXPENDITURE | | | |
| ure | cational, Administration and Instruction dings and Grounds hers College Library au of Publications ness Administration mer from Investments applied to Teachers Retirement Fund me from Investments applied to Mortgage Reserve Fund St Transferred | \$1,348,757.59 299,877.12 53,086.67 11,534.02 66,737.60 | \$28,050.29 4,705.98 5,724.48 5,724.48 | \$746,937.97 107.78 205,810.91 4,172.72 2,600.31 4,995.30 | \$2.124,654.85 304,583.10 58.918.93 25.917,344.93 66,737.60 4.172.72 2.690.31 |
| \$ 25,028.27 \$ 1,125.22 \$ 27,303.10 | Total Expenditure | \$1,779,993.00 | \$41,934.40 | \$964,714.99 | \$2,786,642.39 |
| | • | \$ 25,028.27 | \$ 1,125.22 | \$ 27,303.10 | \$ 3,400.05 |
| | | | | | |

This Statement is subject to the Comments contained in the Balance Sheet attached hereto.

SURPLUS ACCOUNT—GENERAL FUND

| Balance—June 30, 1926 | 000.00 545.10 65.00 | 1.50 | \$36,089.47 |
|--|---|--------------------------|-------------|
| Charging off Accrued Interest on Investments June \$26,660.57 Less Accrued Interest charged to Lincoln School 1,958.70 \$24,701.87 | Appropriation for Horace Mann Boys School 6,000.00 Adjustment of Income from Investments 1925–1926 545.10 Refund of Tuition Fees 1925 65.00 | Surplus at June 30, 1927 | \$36,089.47 |

FUNDS AND INVESTMENTS

(AS PER STATEMENT OF FUNDS AT JUNE 30, 1927)

| | At June 30, 1926 | Additions During the Year | At June 30, 1927 |
|--|--|---|---|
| GENERAL ENDOWMENT FUND | \$3.738,559.04 | (A) \$ 4,300.00 | \$3,742,859.04 |
| GENERAL ENDOWMENT FUND FUNDS RESTRICTED TO SPECIAL PUR- POSES: Anderson, Gen. Robert Scholarship Fund Army and Navy Scholarship Fund Avery Collection Fund Bry on Library Fund Caroline Scholarship Fund Caroline Scholarship Fund Chester, John Scholarship Fund Darche-Kimber Scholarship Fund Dodge, Grace H. Welfare Fund Goodrich, Annie W. Lecture Fund Hartley, Helen Endowment Fund Household Administration Fund Hoe, Margaret Memorial Scholarship Fund Hoe, Richard March Memorial Kemp Estate Legacy Kingsland, Mary J. Bequest (For Macy Building Maintenance) Larned, Augusta Scholarship Fund Lincoln School Endowment Fund Lincoln School Building Fund Lincoln School Building Fund Lincoln School Building Fund Lincoln School Swimming Pool Equipment Fund Macy, Caroline L. Fund Morris, Eleanor Colford Fellowship Fund Norsworthy, Naomi Memorial Fund Patrons Scholarship Fund (Horace Mann School) Robb, The Isabel Hampton Fellowship Fund Ruyan Scholarship Fund Rogers, Elinor T. Prize Fund | \$ 4,989.09 3,152.68 2,099.43 83,802.90 5,025.56 7,519.48 7,004.72 60,452.56 1,538.64 149,942.68 1,531.05 2,999.02 5,003.79 34,372.16 49,930.97 9,994.33 500,000.00 20,368.55 197,478.05 10,007.51 5,004.29 5,400.92 1,000.00 11,785.65 1,128.65 | (A) \$ 4,300.00 {(C) \$ 300.00 378.54 {(B) 1,615.23 84.18 100,000.00 102,347.80 2,281.13 | \$ 4,989.09 3,152.68 2,099.43 83,802.90 5,025.56 7,519.48 7,083.26 60,452.56 1,538.64 149,942.68 2,999.02 5,003.79 100,000.00 34,372.16 49,930.97 9,994.33 1,000,000.00 122,716.35 2,281.13 197,478.05 10,007.51 5,004.29 5,903.59 1,000.05 11,785.65 1,128.63 |
| Rogers, Blinor T. Prize Fund Sachs, Julius and Rosa Endowment Fund Sachs, Julius Library Fund Tennyson, Alfred Prize Fund Tileston Scholarship Fund | 199.89 20,015.01 10,007.50 100.49 2,513.48 | | 199.89 20,015.01 10,007.50 100.49 2,513.48 |
| | \$1,214,369.03 | \$ 703,679.09 | \$1,918,048.12 |
| FUNDS FOR MORTGAGE RESERVE | \$ 50,000.00 | (A)\$ 3,300.00 2,690.31 | \$ 49,390.31 |
| TEACHERS RETIREMENT FUND | \$ 77,988.24 | \$ 2,946.72 | \$ 80,934.96 |
| APPROPRIATED FROM SURPLUS OF DOR- MITORIES—Reconstruction of Halls | \$ | \$ 20,889.53 | \$ 20,889.53 |
| PROFIT ON SALE OF INVESTMENTS— | \$ | \$ 4,478.90 | \$ 4,478.90 |
| | \$5,080,916.31 | \$ 735,684.55 | \$5,816,600.86 |
| INVESTMENTS OF ABOVE FUNDS: Stocks, Bonds and Investment Loans Dormitories (Net) | | \$3,854,604.10 1,967,023.68 | 5,821,627.78 |
| OVERINVESTED FUNDS AT JUNE 30, 1927 | | | \$ 5,026,92 |
| | 1 | 1 | |

⁽A)—Payments of Mortgages 1926-1927 transferred from Mortgage Reserve Fund to General Endowment Fund. \$3,300.
(B)—Transferred to Student Loan Fund.
(C)—Expenditure charged to principal of Fund.
Note—Profit on Sale of Investments 1926-1927 is not credited to the individual fund.

BEQUESTS AND DONATIONS RECEIVED

DURING YEAR 1926-1927

| GENERAL FUNDS: | | |
|--|-----------------------|------------|
| Mr. Newbold Morris | 4 | 1,000.00 |
| FUNDS RESTRICTED TO SPECIAL PURPOSES: | | |
| Norsworthy, Naomi Memorial Fund | | |
| Lincoln School Endowment Fund—General Education Board | | |
| Lincoln School Building Fund (Various Contributors) | | |
| Various Contributors Lincoln School Equipment Fund (Swimming Pool) Richard March Hoe Memorial—Mrs. Richard March Hoe | 2,275.00 | 703,146.96 |
| Richard March 1100 Memorial—Mrs. Richard March 1100 | | 703,140.90 |
| GIFTS FOR DESIGNATED PURPOSES: | | |
| Educational Sociology—Educational Sociology Club | \$ 125.00 | |
| Kindergarten Education Fund (For Salaries) | 600.00 | |
| Normal School Education—Carnegie Corporation | 10,000.00 | |
| Association for Improving Condition of the Poor | 300.00 | |
| Instruction in Scouting—Mortimer L. Schiff | 2,000.00 | |
| Musical Instruction—Norval L. Church | 229.00 | |
| Elementary Curriculum Research—Literature Study—Ginn & Co Coatesville Curriculum Program—Coatesville Public Schools | 800.00 1,263.56 | |
| Coatesvine Curriculum Frogram—Coatesvine Fublic Schools | | |
| Institute of Educational Research: | | |
| Division of Educational Psychology | | |
| Vocational Guidance—The Commonwealth Fund | \$ 5,400.00 | |
| Character Educational Inquiry—Institute of Social and Religious Research | | |
| Mental Discipline of High School Subjects—The Commonwealth Fund | | |
| Language Study-International Auxiliary Language Association in the | ie | |
| United States, Inc | 4,758.57 18,500.00 | |
| Division of School Experimentation: | 18,500.00 | |
| Rural Experimental School—Wilton, Conn. From Keith Fund, Inc., | | |
| (for Salaries) | 3,200.00 | |
| Special Studies—Commonwealth Fund Grant | 8,000.00 | |
| Survey of Lutheran Higher Educational Institutions in the U.S. — | | |
| Board of Education of United Lutheran Church of America | 9,800.00 | |
| Northfield, Mass., Survey—Northfield Schools, Mass | 3,000.00 | |
| Beaumont, Texas, Survey—Beaumont Schools, Texas | 9,955.69 | |
| Fort Lee, N. J., Survey—Board of Education, Fort Lee, N. J. | 2,500.00 | |
| Lynn, Mass., Survey—City of Lynn, Mass. | 12.000.00 | |
| Jacksonville, Florida, Survey—Jacksonville Schools, Fla | 12,000.00 | |
| Total for Institute of Educational Research | \$110 131 04 | |
| Total for Institute of Educational Research | | |
| Practical Arts—Special Section Research and Equipment | \$ 11,454.71 | |
| Institute of Child Welfare Research: | | |
| Fund A—The Laura Spelman Rockefeller Memorial | \$ 50,000,00 | |
| The Laura Spelman Rockefeller Memorial 1927–1928 Appropriations . | | |
| Scholarship in Nursery School—Manhattanville Day Nursery | 175.00 | |
| For Purchase of Stock in Parents Publishing Association—The Laura | | |
| Spelman Rockefeller Memorial | 50,000.00 | |
| The state of the s | | |
| Total Institute of Child Welfare Research | \$122,675.00 | |
| International Institute—International Education Board | \$100,000.00 | |

BEQUESTS AND DONATIONS RECEIVED (Continued)

DURING YEAR 1926-1927

| GIFTS FOR DESIGNATED PURPOSES (Continued): | |
|---|----------------|
| Foreign Students Fund—Gift for 1926-27 received under pledge made by | |
| Mr. and Mrs. V. Everit Macy on May 28, 1924 | |
| Lincoln School—General Education Board | |
| Health Study Scholarship—Metropolitan Life Ins. Co | |
| The Hartley Corporation (for Salaries in Nursing Education) 11,000.00 | |
| Administrative Board, Horace Mann School for Boys (Salaries) 7,700.00 | |
| Mercy Jane Hayes Scholarship and Student Loan Fund 2,000.00 | |
| Helen Hartley Jenkins Scholarship | |
| Bruce Alger Music Fund | |
| Cedar Island Camp Physical Education Scholarship Fund | |
| Special Emergency Fund—Trustees: | |
| Mr. Arthur Turnbull | |
| Mr. James Speyer | |
| Music Alumni Fund | \$ 540,548.31 |
| STUDENTS' LOAN FUNDS: | |
| Delta Sigma Memorial Loan Fund | 500.00 |
| | \$1,245.195.27 |



FINANCIAL REPORT OF COLLEGE OF PHARMACY 1926–1927



COLLEGE OF PHARMACY—INCOME AND EXPENSE ACCOUNT—1926-1927

| | 40.50 600.42 100.21 49.78 441.23 775.11 | 27,949.69 | 0.500 |
|---------------|---|---|-------|
| | \$111,740.50 7,760.42 10,910.21 7,349.78 9,49.78 12,075.11 | \$1,093.00 11,894.48 5,000.00 5,938.66 1,500.00 2,523.55 | |
| DISBURSEMENTS | General Purposes: Educational Administration Business Administration Building Maintenance Student Activities Library Educational Supplies | Prizes and Scholarships | |
| RECEIPTS | Balances, July 1, 1926 \$27,607.04 Tuition Fees and Deposits 192,107.05 Membership Dues 765,00 Dividends and Bank Interest 3,019.07 Miscellancous 5,474.01 Balance from Sale of Securities 2,514.46 | | |

COLLEGE OF PHARMACY—BALANCE SHEET—JUNE 30, 1927

| ASSETS | | LIABILITIES |
|---|--------------------------|---|
| Real Estate: Land Building | \$150,000.00 | Plaut Fellowship Seabury Scholarship Breitenbach Funds Students I can Fund |
| Equipment: Library Hebarium Furnitue & Fixtures | \$50,000.00 10,000.00 | Inheritance Fund Olshansky Medal Fund Deprecation Excess of Assets over Liabilities |
| Apparatus & Chemicals: Materia Medica Chemistry Analytical Chemistry 20,000.00 Pharmacy 20,000.00 | 80,000.00 | \$875,262.09 |
| Invested Funds: Bonds Savings Banks | \$61,600.00 | |
| Cash: General Funds | | |
| | \$875,262.09 | |

FINANCIAL REPORTS OF VANDERBILT CLINIC AND SLOANE HOSPITAL FOR WOMEN 1926–1927

VANDERBILT CLINIC—INCOME AND EXPENSE ACCOUNT—1926-1927

| | 173.89 384.30 559.98 811.018.17 | 137.84 | \$12,056.01 | \$200 300 31 | | 114.53 | \$5,506.84 |
|----------------------------|---|---|-------------|--|---|----------|------------|
| | \$8,473.89 2,884.30 559.98 | | | \$3,500.00 1,500.00 392.31 | \$92.84 | | |
| VANDERBILT CLINIC DAY CAMP | \$56.01 Pay Roll | Balance, June 30, 1927, with Superintendent | | VANDERBILT CLINIC TUBERCULOSIS CAMP FUND \$2,852.86 Appropriation to Ladies' Auxiliary. Physician's Services and Salaries Sundry Supplies, etc. | Balance, June 30, 1927 With Treasurer in American Exchange Trying Trust Co. With Suncrittendent | | |
| NDERBILT CL | \$56.01 | | \$12,056.01 | \$2,852.86 | | 2,653.98 | \$5,506.84 |
| VA | Balance, June 30, 1926 Frederick W. Vanderbilt—Amount Received Account Maintenance of Camp—July 1, 1926, to June 30, 1927 | | | | ending June 30, 1926 Appropriation from Vanderbilt Clinic—General Account Frail Account Interest on Balances in American Exchange Interest on Balances in American Exchange | 1927 | |

SLOANE HOSPITAL FOR WOMEN—INCOME AND EXPENSE ACCOUNT—1926-1927

| | | | | 13 | 85 | 00 | \$326,850.41 | | 26 24 20,148.02 | l | | \$306,702.39 |
|-------------------|---------------------------------------|--|---|---|---------------------------------|---|---------------------|--|--|---|-----------------------------------|--------------|
| | | | | \$292,772.73 | 15,064.68 | 00.610,01 | : : : | | \$22,891.26 | | | |
| EXPENSES | \$72,506.89 | 9,664.43 15,816.96 21,123.47 | 26,107.35 26,706.85 4,032.41 10,483.84 3,335.40 2,351.31 4,054.57 | 2,481.25 | \$14,417.73 | \$18,820.95 | | \$8,996.81 11,394.45 | \$2,658.24 | | | |
| EXP | Hospital Department Salaries Wages | Medical Supplies House Supplies Crack Supplies | Medels Medels Pread Milk Nilk Ce Gas Gas Stationer | Liability Insurance Social Service Department | Salaries Sundries | Presbyterian Hospital Transfer of Studdiford Memorial Fund. Expense Printing Letters | Total Expenses | DE Pay Patients—Prepaid Accounts Payable Findowed Red Fund | Less Cash in Bank and Office New York City—Account | | | |
| | | 1 | 62,455,64 | | | | | | | | 19,013.00 312,036.54 | \$306,702.39 |
| | \$20,370.42 | 15,036.27 | 7, | 38,626.06 1,590.00 10,719.64 | 1,216.47 500.00 230.53 | | 26,000.00 | 423.07 | \$287,108.04 | 5,915.50 | 19,013.00 | |
| DEFICIT 1925-1926 | \$9,570.88 | \$15,006.27 | RECEIPTS: \$161,192.81 46,243.65 | | | \$10,000.00 4,000.00 4,000.00 | 4,000.00 | \$423.07 | \$1,270.00 | 3,730.00 | | |
| DEFICIT | Pay Patients—Prepaid Accounts Payable | Less Cash in Bank and Office New York City Account | RECEIVED FOR BOARD, CARE, etc.: Private \$ Ward \$ | N. Y. City Patients Endowment Interest Maintenance Interest United Hospital Fund | Sundry Receipts: Superintendent | | Mrs. W. B. O. Field | Interest on Deposits Less Exchange on Checks | Social Service Department Donations Babies Alumni | Interest on Investments Sundry Receipts | Studdiford Memorial Subscriptions | |







